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ABSTRACT

The curriculum guide is the result of a project to develop, field test, analyze, and revise the junior high level home economics course offerings for Appleton public schools. The theme for grades seven and eight is exploring your world and includes five topics: (1) family, stressing personality development and communicating with and understanding others; (2) foods, presenting nutrition instruction in the four basic food groups, meal planning, use of recipes, manners, and table setting; (3) world of children, discussing the responsibilities of the care of children; (4) clothing, emphasizing personal grooming and clothing care with special attention given to basic sewing skills; and (5) housing, encouraging the student's sense of responsibility for their own rooms. These five topics are repeated for grade nine under the heading of "Focus on Teen-Life." Each topic follows the format of course introduction, conceptual structure, including performance objectives; unit, consisting of content, learning experiences, and evaluative exercises; appendix; and bibliography. Testing instruments are contained in each appendix and are presented as quizzes, games, and crossword puzzles. (LJ)

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Home Economics Curriculum
Grades 7-8-9

developed by APPLETON PUBLIC SCHOOLS
Appleton, Wisconsin 54911
1975

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HOME ECONOMICS CURRICULUM FOR GRADES 7 - 8 - 9

Developed by

APPLETON PUBLIC SCHOOLS
Appleton, Wisconsin 54911

1975

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Project Director

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PROJECT NO. 5-4192/H102

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VT 102 441

FOREWORD

After three years of work, most of which took place on Saturdays and evenings, the Home Economics Department of the Appleton Public Schools has produced this Junior High School Curriculum Guide.

Teachers working with consultants and advisory committee members have undertaken to revamp completely the former course offerings and guides. This document then provides the foundation for a better balanced curriculum by subject, improved continuity seventh through twelfth grades, and also eliminates needless duplication. More of the courses are now semester-based, and provision has been made for both the changing subject matter and the changing student body.

Hopefully other school systems will find this revision helpful as they undertake an examination of their own offerings.

Orlyn A. Zieman

Orlyn A. Zieman
District Administrator

ACKNOWLEDGEMENTS

A special thank you to the following teachers and consultants for their efforts in researching, composing, and organizing the content and materials presented in this curriculum. Also to Mrs. Kathleen Lueck who acted as secretary to the group and Mrs. Joy Buhrandt, typist.

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TABLE OF CONTENTS

Acknowledgements iii

Advisory Committee iv

Home Economics Curriculum Project Organization viii

Description of Local Community x

Philosophy of Education of Appleton Public Schools xii

Philosophy of Home Economics Department xiii

Development of Home Economics Program Offerings xiv

Analysis of Courses for Coverage of Substantive Areas xviii

Home Economics Course Offerings - Grades 7 - 8 - 9 xix

Home Economics Course Descriptions - Grades 7 - 8 - 9 xx

Introduction xxi

Grade 7 - Exploring Your World: Family

Course Introduction 600 - 1a
Conceptual Structure 600 - 2a
Unit 600 - 3a
Appendix 600 - 19a
Bibliography 600 - 64a

Grade 7 - Exploring Your World: Foods

Course Introduction 600 - 1b
Conceptual Structure 600 - 2b
Unit 600 - 4b
Appendix 600 - 41b
Bibliography 600 - 135b

Grade 7 - Exploring Your World: Child

Course Introduction 600 - 1c
Conceptual Structure 600 - 2c
Unit 600 - 3c
Appendix 600 - 12c
Bibliography 600 - 41c

Grade 8 - Exploring Your World: Clothing

Course Introduction 605 - 1a
Conceptual Structure 605 - 2a
Unit 606 - 4a
Appendix 605 - 37a
Bibliography 605 - 119a

Grade 8 - Exploring Your World: Housing

Course Introduction 605 - 1b
Conceptual Structure 605 - 2b
Unit 605 - 3b
Appendix 605 - 8b
Bibliography 605 - 14b

Grade 9 - Focus on Teen-life: Family

Course Introduction 610 - 1a
Conceptual Structure 610 - 2a
Unit 610 - 3a
Appendix 610 - 21a
Bibliography 610 - 80a

Grade 9 - Focus on Teen-life: Foods

Course Introduction 610 - 1b
Conceptual Structure 610 - 2b
Unit 610 - 3b
Appendix 610 - 33b
Bibliography 610 - 127b

Grade 9 - Focus on Teen-life: Child
Course Introduction 610 - 1c
Conceptual Structure 610 - 2c
Unit 610 - 3c
Appendix 610 - 12c
Bibliography 610 - 45c

Grade 9 - Focus on Teen-life: Clothing
Course Introduction 615 - 1a
Conceptual Structure 615 - 2a
Unit 615 - 3a
Appendix 615 - 32a
Bibliography 615 - 78a

Grade 9 - Focus on Teen-life: Housing
Course Introduction 615 - 1b
Conceptual Structure 615 - 2b
Unit 615 - 3b
Appendix 615 - 14b
Bibliography 615 - 40b

HOME ECONOMICS CURRICULUM PROJECT ORGANIZATION

The Home Economics Curriculum Project for the Appleton Schools was planned to include three phases: program development, field testing, and analysis and revision. The project proposal was written by Armin Gerhardt, LVEC for the Appleton Public Schools, with the assistance of Dr. Fern M. Horn, Professor Home Economics Education, at the University of Wisconsin - Stevens Point. Funds for the project were provided by the Wisconsin Department of Public Instruction, Bureau for Career and Manpower Development, and by the local school district. Figure 1 gives the summary of the plan for the development and implementation of the Home Economics Curriculum Project.

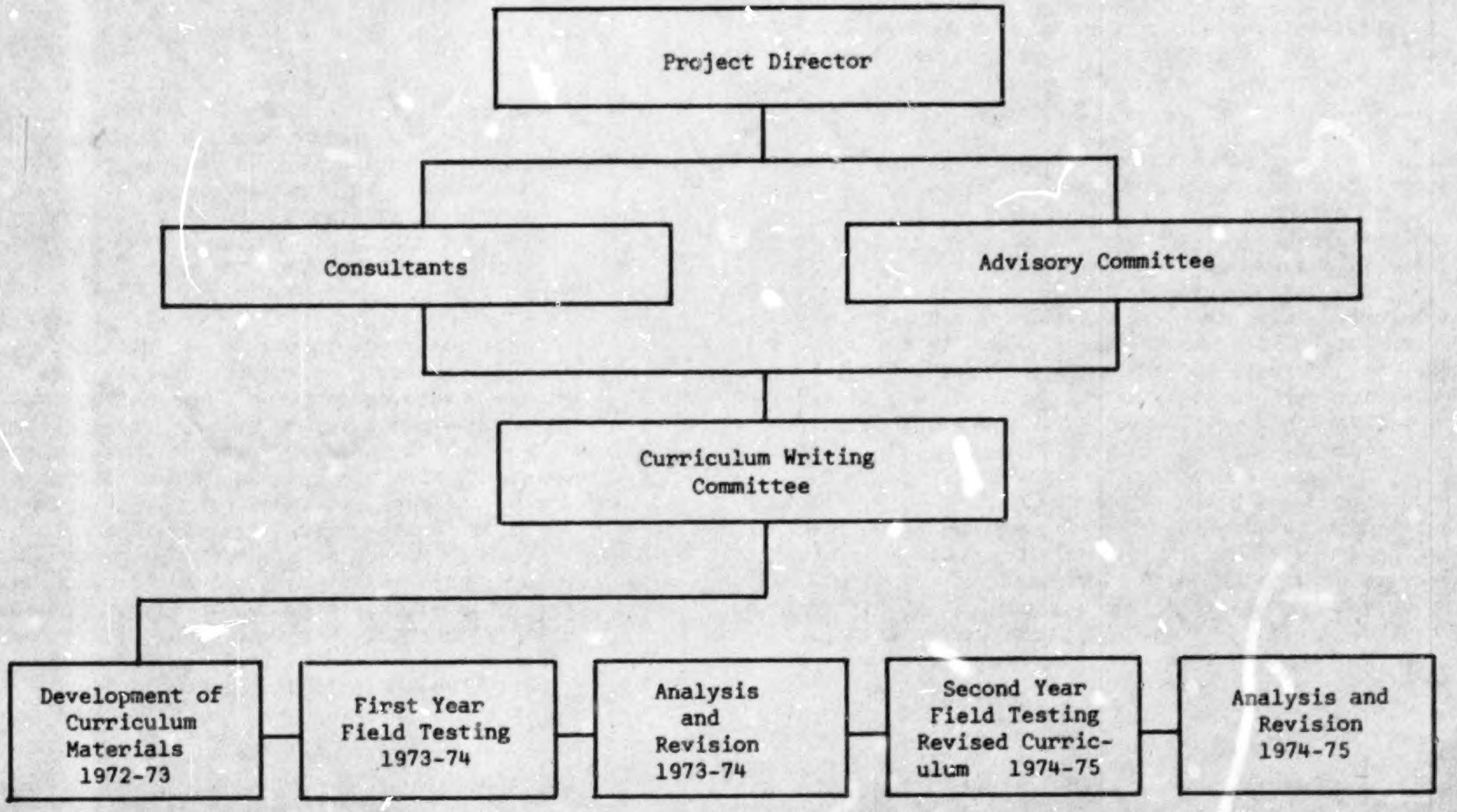
The first phase of the project focused upon the development of home economics course offerings. All of the members of the curriculum writing committee were enrolled in a graduate course in curriculum development taught by Dr. Fern M. Horn. The curriculum writing committee was composed of junior and senior high school home economics teachers as well as some of those who serve as substitute teachers in the community. Four sub-committees were established to analyze the materials developed: family foods and nutrition, family clothing and textiles, family relationships and child development, and family housing and interiors. The entire committee analyzed the course titles and descriptions. During this phase, course offerings were identified, course descriptions written -- one for use by guidance counselors and students and another for those who would be teaching the course. Each committee member developed a course and helped with the development and analysis of others. Instructional materials were developed and/or selected.

The advisory committee members were selected to represent various sectors of the local community. They revised the materials developed, made additional suggestions, and offered their services as speakers, places for field trips, as well as providing instructional materials for the students.

The main emphasis of phase two was the teaching of the courses developed. During this time each teacher involved kept a record of references, illustrative materials, student reaction to experiences and other relevant information for data in analyzing and revising the courses. Assessment instruments were developed, administered, and analyzed.

Phase three included continued analysis and revision of the curriculum based upon data from the assessment instruments and student and teacher analysis. The published curriculum is the result of this step.

Figure 1: SUMMARY OF PERSONNEL AND TIME TABLE FOR HOME ECONOMICS CURRICULUM PROJECT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Consultants
Advisory Committee
Curriculum Writing Committee
Development of Curriculum Materials 1972-73
First Year Field Testing 1973-74
Analysis and Revision 1973-74
Second Year Field Testing Revised Curriculum 1974-75
Analysis and Revision 1974-75

DESCRIPTION OF THE LOCAL COMMUNITY

APPLETON, WISCONSIN

Appleton, the hub of the "Fox Cities" is a community of about 60,000 (58,541 by the Aug., 1974 Dept. of Administration, Madison count) in the center of a cluster of cities which total over 150,000 population. Each community overlaps its neighbor, forming one inseparable unit which reaches from Neenah and Menasha northeastward for nearly 30 miles through Kaukauna. These interwoven cities and villages include Kimberly and its neighbors, Little Chute and Combined Locks, plus the adjacent towns of Menasha, Neenah, Grand Chute and Harrison which make up the mini-metropolitan area of the lower Fox Valley.

The Fox Cities enjoy four distinct seasons each sporting its unique characteristics. The average growing season in the Fox Valley is 163 days. The temperature mean ranges from 15.8 in January to 70.8 in July with an average annual snowfall of 47 inches and an average annual rainfall of about 30 inches.

The major industry in Appleton is paper manufacturing, converting and allied businesses: but heavy duty industrial equipment, printing, and publishing, the graphic arts, foods, public utilities, insurance and textiles are important too. Although there is a wide range of incomes, the median annual income for 1970 was $10,858.00. (Source: 1972 County and City Data Book, U.S. Dept. of Commerce, Bureau of Census, 1970 census figure)

x

Appleton is the retail center of these Fox Cities with a potential of about 175,000 customers who live in the immediate area. Shopping centers are located around the city. The downtown area has been recently redeveloped with major improvements to the main street and the addition of a major department store and post office. A constant effort is made to keep the downtown shopping area alive and of service to the people of the community.

Much of Appleton's recreational activity centers around its lakes and the Fox River. Sailing, power boating, swimming, water skiing, fishing, picnicking, ice fishing, ice skating, snowmobiling, ice boating, and hunting are many of the favorite water sports. Of course, there are bowling, tennis, roller skating, golfing, skiing, curling, plus many activities suited to the tastes of the individual. Resorts also abound nearby for families and sportsmen who wish to vacation in the miles of recreational water in the Fox Valley. Many fine supper clubs and restaurants offer varied cuisine.

The 36 public and private schools in Appleton are progressive and well equipped to provide each person an education compatible with his abilities and interests. To achieve this goal, multiple opportunities through meaningful educational experiences are provided.

In the city of Appleton there are eight private nursery schools, two day care centers, plus three private schools who work with nursery and kindergarten children with very specific educational programs. One of these programs uses the Montessori method and the other two work with visual and motor perceptual skills. The Appleton Public Schools uses federal funds to provide programs for approximately 170 pre-kindergarten children.

The thirteen year instructional program is organized on the K-6-3-3 (kindergarten, six years elementary, three years junior high, and three years senior high) plan. Elementary schools are ungraded and organized on the continuous progress approach. There are special programs for the mentally retarded, emotionally disturbed, deaf, physically handicapped, and those with other learning disabilities. Services such as speech therapy and health are available as are a staff of social workers, psychologists, and psychometrists.

Curriculum revision is continuous, and every effort is made to stay abreast of new developments in education. Consultants and department heads are available to work with staff members in the improvement of instruction. The senior high schools have a program of cooperative training experiences, as well as a wide range of elective subjects to meet the needs of the students.

Fox Valley Technical Institute, an associate of arts degree granting, post-secondary institution, is housed in a spacious new plant on the northwest side. Located on the south side of the city, the University of Wisconsin--Fox Valley Campus is available for freshmen and sophomore students. Lawrence University, a liberal arts school, grew up with Appleton and played an important part in its development. The Institute of Paper Chemistry, a graduate school for study of the paper manufacturing industry and containing the Dard Hunter Paper Museum is a working partner with Lawrence University. Appleton is served by two recently expanded hospitals and by many (56) churches and synagogues.

Appleton has many service agencies that help various groups of people. For the elderly, there are the Golden Age Club, Peabody Manor, privately owned nursing homes, a county health center and Oneida Heights (high rise housing). For those in need of one hot meal a day, there is Meals on Wheels. In addition there are the Community Blood Center, the Community Guidance Center, the Visiting Nurse Association, the Sheltered Activity Center, the Vocational Rehabilitation Service, and many other service clubs and organizations to serve all people in need.

Appleton is a combination of an urban atmosphere with small town comforts, a busy street within minutes of the out of doors. It is a working community with small businesses and large internationally known corporations. It is a nice place to live.

PHILOSOPHY OF EDUCATION
OF
APPLETON PUBLIC SCHOOLS

The Appleton Publc School system strives to provide for each of its pupils an education compatible with his abilities and interests. To achieve this goal, multiple opportunities through meaningful educational experiences shall be provided for each.

We believe our youth should learn of our heritage from the past, be prepared to meet the challenge of the present, and through understanding of alternatives be ready to cope with the problems and complexities of the future. Each pupil shall be offered the opportunity to acquire basic intellectual skills, shall be encouraged to develop the ability to think and act critically and independently, and shall be guided to an understanding and acceptance of his responsibilities in a democratic society.

The schools will explore, investigate, and make use of all methods that prove effective in creating an atmosphere in which each individual is encouraged to develop his unique characteristics and abilities, to understand himself in relation to his environment, and to accumulate those attitudes and broad understandings that will enable him to lead a productive and meaningful life.

July 13, 1973

PHILOSOPHY OF THE HOME ECONOMICS DEPARTMENT

The philosophy of the Home Economics Department reflects the goals of general education in the Appleton School System. The conceptually structured units within the coordinated junior and senior high courses encompass and challenge ability levels of all students. Each course provides opportunities for self-direction and critical thinking. Individuals become involved with experiences which develop competencies related to personal, family, and societal life. This comprehensive and specialized curriculum is designed to equip individuals with specific knowledge, skills, and aptitudes useful in preparing for gainful employment and living as a member of a family in a changing society.

DEVELOPMENT OF HOME ECONOMICS PROGRAM OFFERINGS

This curriculum guide is an example of the way in which the home economics teachers in one school system developed a home economics program for grades 7-12. The teachers on the writing committee brought together expertise from the substantive areas of home economics and teaching experience at different grade levels and substantive areas. The sub-committees included teachers from both junior and senior high school; each sub-committee focused on one of the substantive areas (family food and nutrition, family clothing and textiles, family housing and interiors, and family relationships and child development). The other substantive area of family consumer education was the focus for another curriculum project and a year course for senior high school. However, the curriculum writers on this project integrated consumer and career education concepts into each of the courses developed in order to meet the needs of the students.

The format followed in the Wisconsin Home Economics Conceptual Structure and Planning Guide[1] was used in the development of the courses. The concepts identified in the conceptual structures are included in the unifying areas of Human Growth and Development, Personal and Family Relationships, and Management of Personal and Family Resources.[2]

The conceptual approach was selected by the writing committee members as the basis for developing and organizing the courses. The steps which are identified and illustrated in Figure 2 include: (1) Development of a conceptual structure, (2) Development of objectives, (3) Selection and/or development of generalizations and content statements, (4) Selection and/or development of learning and evaluative experiences, and (5) Selection and/or development of relevant instructional materials.

During the development of the conceptual structure (Step 1), a variety of resources were examined, committee members utilized their knowledge of the community and its resources and information from previous courses taught was incorporated. Many of the ideas were explored with students enrolled in the current course offerings. The advisory committee and the other home economics teachers not on the writing committee examined the structure and made additional suggestions.

Since the writing committee members believed that the program should be viable, growing, flexible, and utilize the strengths of the faculty and community resources, the organization and stating of the conceptual structures changed innumerable times. Concepts have been stated in phrase form (Importance of nutrition) instead of a key idea (nutrition) or as a concept statement (Nutrition involves the process of utilizing food substances which have been taken into the body). The concept phrases were used to identify the focus, emphasis, or relationship of the key idea and to provide flexibility in the organization of the conceptual structures.

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[1] Wisconsin Home Economics Conceptual Structure and Planning Guide for Secondary Schools, Madison: Department of Public Instruction, Bulletin No. 266, pp. 2-8.

[2] Ibid

The cognitive and affective behavioral changes the students were expected to achieve utilized the terminology from the taxonomies of educational objectives.[3,4] The performance objectives stated as enabling behaviors in this guide[5] delineated a specific behavior for each of the levels of the taxonomy involved in the instructional objective; i.e., if the instructional objective was at the analysis level, then four performance objectives were developed to accomplish the thinking and tasks involved, one each at the knowledge, comprehension, application, and analysis levels. The specific performance criterion was not included since the teachers desired to identify these for their own students.

Step 3 carried the process further. The generalization selected was analyzed to obtain the key factual statements and principles necessary for its development. Thus, factual statements which met the type of information required at the knowledge and comprehension levels were developed. Statements which involved comparisons, relationships, or principles were selected for the application level. For analysis, synthesis, or evaluation levels, the statements which would indicate explanations, interpretations, predictions, or justifications were developed. This sequential approach in the selection of relevant content statements was felt to be important in obtaining depth of understanding for the concept being studied.

In step 4 the learning and evaluative experiences were developed. Teaching strategies were identified which would assist the student at each of the levels of thinking. With more varied and continuous experiences planned, it was thought that the individual student may be better able to recognize and understand the qualities, characteristics, uses, and processes involved with the concept as well as the values it might hold for him. Therefore, the committee members attempted to relate the appropriate strategy and resources available for each of the levels of thinking and the tasks involved.

The learning experiences were developed to provide background information and for large or small group instruction; while the evaluative experiences were designed to help the individual student access his understanding of the concept being studied.

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[3] Bloom, Benjamin S. and Associates. Taxonomy of Educational Objectives Handbook I; Cognitive Domain. New York: David McKay Co., Inc. 1956

[4] Krathwohl, David R. and Others. Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Co., Inc. 1964

[5] Miles and Robinson. "Behavioral Objectives: An Even Closer Look," Educational Technology. June, 1971, p. 40

As more instructional materials are available on the market, the experiences could be more varied for individual students. Some of the instructional materials utilized in the various experiences are indicated, either in the bibliography or in the appendix. They were either selected or developed in step 5. The materials included in the appendix section are provided to serve as ideas for the classroom teacher and not as a limitation of what could be utilized in teaching a specific concept. A number of other materials will need to be developed by the individual teacher to fit the needs of different students.

Fern M. Horn

FIGURE 2 PROCEDURES FOLLOWED IN THE DEVELOPMENT OF THE COURSES FOR THE HOME ECONOMICS PROGRAM OFFERINGS

	ILLUSTRATION OF STEPS FOLLOWED	
Step 1: Development of a conceptual structure	1. Importance of nutrition A. Role of the basic 4 food groups B. Importance and effect of the food elements C. Principles of dietary needs	
Step 2: Development of objectives--Instructional and performance	1. Discovers the importance of personal and family nutrition A. Identifies the role of the basic 4 food groups in relation to personal and family needs. (cognitive) Believes in the importance of the basic 4 food guide for planning balanced nutritional meals. (affective) The student will 1. identify the basic 4 food groups. 2. give examples of foods from each of the food groups. 3. use the basic 4 food guide to plan a day's menu. 4. examine a menu to determine if the requirements of the basic food guide are met.	
Step 3: Selection and/or development of generalization and content statements	Using the basic 4 food guide daily enables an individual to plan well balanced nutritional meals needed for good health.	
Step 4: Selection and/or development of learning and evaluative experiences	Learning Experiences (examples) Review the basic 4 food guide to become acquainted again with each of the food groups.	Evaluative Experiences (examples) Discuss the types of foods found in each of the food groups
Step 5: Selection and/or development of relevant instructional materials		

ANALYSIS OF COURSES FOR COVERAGE OF SUBSTANTIVE AREAS

Attention was given in the development of course offerings to have a balance as near as possible for all the substantive areas. After teaching the courses for several semesters, the structure, sequence, and length of time were again analyzed. Aesthetic, management, consumer education, and career concepts were found to be integrated into all the course offerings. The following table summarizes the approximate length of time spent in teaching the various substantive areas.

TABLE I

Substantive Areas	Grade Level: 7	8	9	Comp. Sr. High	Advanced	Occupational
Family Food and Nutrition	7-8 weeks	0	6 weeks	8-10 weeks	2 semesters	Food Service - 1 year
Family Clothing and Textiles	0	9 weeks	8 weeks	8-10 weeks	2 semesters	Clothing Services - 2 semesters
Family Housing and Interiors	2 weeks	2-3 weeks	3-4 weeks	2 weeks	2 semesters	
Family and Child Development	4-5 weeks	2 weeks	5-6 weeks	4-6 weeks	3 semesters	
Consumer Education	1 week	4 weeks	2-6 weeks	2-6 weeks	1 year plus 2-4 weeks integrated	
Careers	1 day	1 day	1-2 days	1 day	2-5 days	

HOME ECONOMICS COURSE OFFERINGS

GRADES 7-8-9

EXPLORING YOUR WORLD: FOODS AND FAMILY 600	7 1 sem
Open to boys and girls	

FOCUS ON TEEN-LIFE: FOODS AND FAMILY 610	9 1 sem
Open to boys and girls	

EXPLORING YOUR WORLD: CLOTHING AND HOUSING 605	8 1 sem
Open to boys and girls	

FOCUS ON TEEN-LIFE: CLOTHING AND HOUSING 615	9 1 sem
Open to boys and girls	

HOME ECONOMICS COURSE DECRIPTIONS

600 EXPLORING YOUR WORLD: FOODS AND FAMILY
Grade 7 1 semester

Open to boys and girls

Introduces personality development and relationships between self and others through communication with the family, peer groups, and society. Includes a broad range of ideas from learning to care for children, and gaining a better insight of self, to the study of basic nutrition, techniques and fundamentals of food preparation, meal planning, manners, and table setting.

605 EXPLORING YOUR WORLD: CLOTHING AND HOUSING
Grade 8 1 semester

Open to boys and girls

Emphasizes techniques of maintaining personal appearance and clothing care. Includes the role of consumer education in selection of sewing equipment, patterns, and fabric. A simple, sleeveless, collarless garment is constructed. Procedures of room care, principles of using storage, and careers related to clothing and housing are incorporated.

610 FOCUS ON TEEN-LIFE: FOODS AND FAMILY
Grade 9 1 semester 1/2 credit

Open to boys and girls

Includes experiences encountered when planning, preparing, and serving foods. Emphasis placed on nutrition, management of resources, techniques, equipment, food consumerism, and careers. Study of the family attempts to create a desire for all individuals involved to grow toward maturity by becoming aware of themselves, their lives and others around them.

615 FOCUS ON TEEN-LIFE: CLOTHING AND HOUSING
Grade 9 1 semester 1/2 credit

Open to boys and girls

Emphasis on developing habits of clothing care, improving personal appearance, increasing skills in clothing construction and consumer competence. Includes principles of design, individualizing a room, and career opportunities in clothing and housing.

INTRODUCTION

This curriculum guide illustrates the way in which the Home Economics teachers in one school system utilized the Wisconsin Home Economics Conceptual Structure and Planning Guide in developing their Home Economics Program. The first section presents information and procedures which served as the basis in developing the program and specific instructional units.

In adhering to the belief that curriculum development is a continuous process, the instructional units and appendix materials were selected, developed, used, revised or adapted a number of times. Upon request these materials for the junior high level were compiled to share with others. The senior high school courses are in various stages of field testing.

As new materials become available, different teaching strategies may be needed. Since learners differ in interests and abilities, the materials contained in the publication will need to be revised by the individual teacher. Those who developed the guide hope that others may find it helpful in working with their students.

Courses in Home Economics

for

Grades 7 - 8 - 9

EXPLORING YOUR WORLD: FOODS AND FAMILY 600	7
	1 sem
Open to boys and girls	

EXPLORING YOUR WORLD: FAMILY

Physical and emotional changes are experienced by the early adolescent learner. There is an increasing self-awareness, search of self, attitude development, and a strong sense of right and wrong. This learner realizes the importance of the family, but is more interested in self.

This part of the course allows the student to explore his environment - from family and friends to society as a whole. Emphasis is placed on personality development, communicating with and understanding others, and developing friendships.

Conceptual Structure

EXPLORING YOUR WORLD: FAMILY

- I. Importance of self perception
    - A. Development of personality
        - 1. Influence of heredity and environment on personality
        - 2. Effect of physical, social, and psychological basic needs on personality
        - 3. Influence of maturation on personality
    - B. Development of personality potential
        - 1. Formation of values, goals, standards and resources
        - 2. Improvement of self-image

- II. Relationship of self to others
    - A. Types of socialization
        - 1. Roles and responsibilities of family members
        - 2. Importance of friendships
    - B. Significance of social health

Major Concept I Importance of self perception
Major Objective I Recognizes significance of perception of self.

Concept A Development of personality
Objective A Comprehends development of personality.

Concept 1 Influence of heredity and environment on personality
Objectives 1 Comprehends influence of heredity and environment on personality.
Perceives influence of heredity and environment on personality.

Performance Objectives
The student will
1. list factors which make up and influence personality.
2. give examples of inherited and environmental characteristics which influence personality.
3. explain how personality changes, develops and grows with the individual.

Generalization: The influence of heredity and environment will have an effect on the personality of an individual.

Content	Learning Experiences	Evaluative Experiences
The personality of an individual is the sum total of the individual's inherited and environmental characteristics.	Complete questionnaire, "I Am Uniquely Me" to identify and describe self. (Appendix)	Share information with class members from questionnaire.
	Define the terms heredity, environment, and personality to understand the meaning of the concept.	Compare definitions to increase concept understanding of personality, heredity, and environment.
	Read references on heredity and environment to determine how they contribute to the makeup of an individual's personality. (Bibliography)	
	View visuals on inherited and environmental characteristics to understand differences between the two. (Bibliography)	

Content	Learning Experiences	Evaluative Experiences
	Chalk talk to describe self by listing descriptive words of characteristics under the heading of "Inherited" or "Environmental" characteristics.	Play "Pick Your Personality" game to recognize positive qualities about self which contribute to personality development. (Appendix)
	Use personal baby pictures and pictures of parents to compare likeness and illustrate that inherited characteristics are not lost.	Create a bulletin board with pictures and explanations to show how inherited characteristics are passed down from generation to generation.
	Describe how the following might affect your personality: living in a ghetto, living in the country, living in Russia, living in a larger city compared to living in a smaller city, etc.	
Personality changes, develops, and grows as an individual changes, develops, and grows.	Describe self 5 years ago. Have you changed? Why? Describe self 5 years from now. What will cause the changes?	Chalk talk on what makes personality change, develop, and grow.
	Complete "Rate Your Personality" to identify ways one is judged by others and how one can change to improve personality. (Appendix)	Select 2 items on the "Rate Your Personality" sheet and write a plan of action to improve self in that area.
		Summarize personality changes by re-writing poem, "Poor Mary." (Appendix)

Concept 2 Effect of physical, social, and psychological basic needs on personality

Objectives 2 Interprets effect of physical, social, and psychological basic needs on personality.
Shows awareness of the effect physical, social, and psychological basic needs have on personality.

Performance Objectives

The student will

1. identify the different physical, social, and psychological basic needs of life.
2. explain the effects physical, social, and psychological basic needs have on personality.

Generalization: The basic needs of life, physical, social, and psychological, will enable a person to enjoy a fulfilling life.

Content	Learning Experiences	Evaluative Experiences
Basic physical needs in life are food, clothing, shelter, air, water, and exercise.	Identify and discuss the basic physical needs required by everyone.	
	Discuss how the basic physical needs affect personality.	Verbalize summary statement to identify ways the family provides for basic physical needs.
Several social-psychological needs for each individual include love, attention, security, need to belong, and approval.	View visual to determine what the social-psychological needs of individuals are. (Bibliography)	
	Collect pictures and describe how the social-psychological needs affect personality in different situations, i.e., family, friends, classroom, school activities, sports, hobbies.	Draw conclusions on effect social-psychological needs have on personality. Create a bulletin board on "words to live by" which depict the social-psychological needs, i.e., sharing, caring, loving, helping, learning, and enjoying.

Content	Learning Experiences	Evaluative Experiences
		Take quiz on physical, social, and psychological basic needs. (Appendix)

Concept 3 Influence of maturation on personality

Objectives 3 Predicts the effect of maturation on personality.
Shows awareness of maturation during puberty.
Assumes responsibility of maturation during puberty.

Performance Objectives
The student will
1. identify ways a person shows maturity.
2. give examples of ways in which self is maturing.
3. prepare a set of guidelines to follow while growing toward maturity.
4. select and improve one poor habit over a stated number of weeks for each area of maturity.

Generalization: Maturation is a continuing process involving physical, social, emotional, and intellectual growth in a person.

Content	Learning Experiences	Evaluative Experiences
Maturing is growing and changing physically, socially, emotionally, intellectually, and spiritually.	Define the ways an individual matures, i.e., mature, maturation, adolescence, puberty. Describe an individual you feel is mature.	Select terms to clarify phases of development, i.e., physical-looks, intellectual-thinks, emotional-feels social-acts. (Appendix)

Content	Learning Experiences	Evaluative Experiences
	Complete self-test to determine level of self maturity development. (Appendix)	Choose one area of maturity one needs to improve or change during x number of weeks. Rate changes accomplished at end of allotted time.
Intellectual growth is development of the mind.	Describe how an individual's interests change from childhood to adolescence.	Write a statement telling why it is important not to narrow oneself down to just a few interests.
	Discuss reasons for studying required subjects in school, such as English, government, and math. Relate these to broadening interests and mind development.	
	List ways hobbies, such as dancing, art, and photography can help to develop one's personality.	Describe one hobby you have and tell how it has or has not helped to develop your personality.
Emotional maturity enables one to control feelings and accept the consequences of responsibility.	Describe ways teens express emotions , i.e., fear, hate, anger, love, jealousy, joy, sorrow.	Write a paragraph explaining how one controlled or lacked control with one of the identified emotions.
	Complete "Analyze Your Emotions" self test to identify one's emotions. (Appendix)	

Content	Learning Experiences	Evaluative Experiences
	Complete survey questionnaires to determine areas which cause worries and tension. (Appendix)	Select three worries from questionnaire one feels could be harmful to self unless changed. Make a plan of action to overcome one of these worries. Follow through and rate progress.
	Identify what one can do to release excess energy resulting from pent-up emotions.	Separate acceptable and unacceptable methods of releasing tensions.
	Discuss and describe the term, moral maturity.	Compare definitions and examples of moral maturity.
	List at least six signs of emotional maturity.	Discuss various situations depicting emotional maturity, i.e., sibling fights, teasing, name calling, hate, jealousy.
Social maturity affects the interactions of habits, manners, and behaviors.	Chalk talk to identify different types of habits - what they are, how to control them, how they are learned, i.e., t.v., family, friends, community, school activities). Describe own habits you like and those you dislike.	Discuss what can be done to change or improve habits.
	Complete self test to determine habits and mannerisms one possesses. (Appendix)	Select one bad habit to improve in x number of weeks. Rate changes accomplished at end of allotted time.
	Listen to media to understand the importance of listening. (Bibliography)	Complete suggested activities from audio media to understand the importance of listening.

Content	Learning Experiences	Evaluative Experiences
	Play games dealing with situations in which good or bad manners were displayed , i.e., gossip game, conversation game . (Appendix)	Verbalize effectiveness of presentations.
	Discuss how ethics affect a person's social growth. Describe different types of people with varying opinions on ethics and what their character is like.	Summarize ethics to determine effects on social growth.
	Role play various situations to illustrate use of manners through: 1) introductions, 2) phone etiquette, 3) privacy in the home, 4) invitations, both oral and written, formal and informal, 5) shopping etiquette, and 6) responsibilities of being a guest. (Appendix)	Complete rating scale on skits and role playing situations to determine effectiveness of presentations. (Appendix) Complete personality quiz on intellectual, emotional, spiritual, and social dimensions of maturing. (Appendix)
Physical changes which occur during adolescence affect the level of individual self maturity.	Compete pre-test to determine knowledge about terminology associated with physical maturity. (Appendix)	Use references to correctly complete terminology pre-test on physical development and maturity.
	View visuals on physical maturation. Read pamphlets which accompany visuals to clarify concepts on physical maturation.	Use question and answer period to discuss visuals and clarify any misconceptions or "old wives tales."
	Listen to resource person (school nurse) explain physical maturation.	

Content	Learning Experiences	Evaluative Experiences
	Discuss how exercise and good health affect physical maturation. (Appendix)	Demonstrate exercises that help to relieve menstrual discomfort. (Bibliography)
	Organize buzz groups to identify taboos, superstitions, moods and misconceptions related to physical maturation, i.e., menstruation, menopause, hysterectomies,	Popcorn session to express opinions of fallacies related to physical maturation.
		Complete post test to determine knowledge gained about physical development and maturity. (Appendix)

Concept B   Development of personality potential
Objective B   Recognizes development of personality potential.

Concept 1   Formation of values, goals, standards and resources
Objectives 1 Comprehends formation of values, goals, standards and resources.
              Perceives formation of values, goals, standards and resources.

Performance Objectives
The student will
1. define values, goals, standards and resources.
2. give examples of how values, goals, standards and resources influence behavior.

Generalization: Values, goals, standards and resources will influence a person's decisions throughout his life.

Content	Learning Experiences	Evaluative Experiences
A value is an idea or opinion that gives direction to behavior and meaning to life.	Listen to chalk talk to determine what values are and how they are developed.	Define own values by completing value indicator sheets. (Appendix)
	Do "Twenty Things I Love To Do." (Appendix)	
Goals are the aims that people strive toward, often governed by values.	Identify long and short-term goals one has at this time.	Recall a goal from previous year and determine how it was accomplished or why it was changed.
Standards are the level by which people achieve their goals.	Define and give examples of standards.	Draw conclusions about standards and how they differ for individuals and situations.
Resources are what people use to obtain their goals.	Define and give examples of resources being used at the present time.	
Values, goals, standards and resources influence a person's decisions throughout his life.	List own goals, relating values to them and identify the standards and resources that are used to accomplish these goals.	Write objective test on values, goals, standards and resources. (Appendix)

Concept 2 Improvement of self-image

Objectives 2 Discovers the importance of self-image.
Assumes the responsibility for developing self-discipline to improve self-image.

Performance Objectives
The student will
1. define and give examples of self-image, self-concept, self-esteem, self-discipline, and level of aspiration.

2. explain ways self-concept is learned.
3. show effects self-image has on personality and interactions with others.
4. relate effects self-image has on personality and interactions with others.

Generalization: Self-image affects one's personality, which in turn, will affect one's interaction with others.

Content	Learning Experiences	Evaluative Experiences
Self-image includes self-concept, self-discipline, self-esteem, and level of aspiration.	Define and give examples of self-concept, self-discipline, self-esteem, and level of aspiration.	Compare definitions and examples of terms included in self-image.
Self-image is the way an individual views self.	Describe own self-image by doing "A Self Portrait" collage. (Appendix)	Summarize statements about self which include family members, special interests, hobbies, favorite subjects, sports, etc. and tell how self-image develops.
Self-concept is learned from reactions of others, comparison of self with others, and past and present roles.	Recall experiences to identify how self-concept is learned from reactions of others, comparison of self with others, and past and present roles (defining self through things one does such as being a student, friend, and child).	Write a paragraph reflecting one incident of how self-concept is learned. Complete score card to recognize yourself and others. (Appendix)
	Compile a list of comments, both positive and negative, made to others and discuss how they affect the self-image of the individual.	Use the positive approach during one week and make good comments to others to help improve their self-image. Record attempts and others' reactions.

Content	Learning Experiences	Evaluative Experiences
Self-concept determines everything one does.	Organize buzz sessions to identify what determines self-concept, i.e., perceptions - how one sees things, relationships - how one relates to others, personality style - what the person is like.	Summarize results of buzz sessions.
Self-discipline, which is a part of self-image, reflects an individual's character.	Role play situations where self-discipline was not used. Re-play same situation using self-discipline.	Make a plan to discipline oneself in one area during a given period of time.
Self-image will affect one's interactions with others.	Recall various situations when self-image affected interaction with others, i.e., meeting a friend after getting yelled at by Mother, overhearing parts of a friend's conversation thinking it was about self, being selccted a winner of an important contest, getting a report card with all good grades.	Write summary of how one's self-image affects interactions with others.

Major Concept II Relationship of self to others
Major Objective II Analyzes relationship of self to others.

Concept A Types of socialization
Objective A Distinguishes between types of socialization

Concept 1 Roles and responsibilities of family members

Objectives 1 Comprehends roles and responsibilities of family members.
Shows awareness of the responsibilities family members have for each other.

Performance Objectives
The student will
1. list responsibilities of family members.
2. give examples of solutions concerning parent-child conflicts.

Generalization: Family members have responsibilities toward each other that will affect the total development of each member.

Content	Learning Experiences	Evaluative Experiences
Each family member has a specific role.	Describe specific roles assumed by various family members, i.e., child, sibling, friend, instructor to a sibling.	Identify specific roles one assumes during one week.
Family members have responsibilities toward each other.	Use popcorn session to identify responsibilities family members have for each other, i.e., mother for small child or adolescent, father for son, father for daughter, children for parents.	Compile a list of responsibilities one has toward own family members. Complete crossword puzzle -"Understanding Ourselves, Family and Friends." (Appendix)
Disagreements often occur between parents and their children.	Plan buzz groups to identify causes of disagreements between parents and their children. Discuss ways to get along with family members.	Role play different parent-child conflicts. Discuss conflicts presented and identify solutions to these.
	List and compare responsibilities and privileges adolescents have that younger children do not have.	Summarize adolescent responsibilities and privileges in regard to their specific role as a family member.

Concept 2 Importance of friendships
Objectives 2 Analyzes importance of friendships.
Recognizes the need for friends.

Performance Objectives
The student will
1. identify different types of friendships.
2. give examples of ways to show friendship.
3. relate how friends affect socialization.
4. illustrate how behavior and attitudes are influenced by friends.

Generalization: The peer group to which one belongs will influence in part the socialization of the individual.

Content	Learning Experiences	Evaluative Experiences
A friend is one attached to another by esteem, respect and affection.	Discuss friends, i.e., what you look for in friends, what they mean to you, how friendships are formed, how they communicate, who they include - family, neighbors. Use popcorn session to identify ways one can make a newcomer in school feel welcome.	Complete friendship questionnaire. (Appendix)
Friendships are mutual relationships that aid in socialization.	Listen to chalk talk to identify the different things friends can help us with, i.e., cooperation, social growth, manners, interests.	Participate in cooperation game. (Appendix)
The kind of friendships one has depends upon the kind of friend one is.	Discuss conditions that limit the scope of friendships and those that contribute to friendships.	Complete "What Kind of a Friend Am I?" questionnaire. (Appendix)

Content	Learning Experiences	Evaluative Experiences
	i.e., cliques, poor hygiene, poor manners, personalities, family restriction or permissiveness.	
	Plan buzz groups to list and describe kinds of friendships, i.e., sister-sister, brother-sister, boy-boy-, girl-girl, boy-girl, parent-child .	Discuss in class different kinds of friendships. Relate value of each kind of friendship to self.
Friendships contribute to the happiness and security of individuals.	View visuals and relate to one's happiness and security through friendships. (Bibliography)	Draw conclusions from posters to determine how friendships add to the happiness and security of an individual.
Behaviors and activities are influenced by friends and may have effects on one's values.	Expain the statement, "Friends are like a mirror, they reflect a person."	Discuss "To Have A Friend, One Must First Be One." (Appendix)
	Buzz groups to identify ways friends influence one's values.	Prepare a bulletin board indicating ways to make friends at school and in the community.
	Write a paragraph illustrating the idea that it is sometimes necessary to risk being unpopular in order to uphold one's values.	

Concept B   Significance of social health
Objectives B   Comprehends significance of social health.
               Perceives significance of social health.

Performance Objectives
The student will
1. list acceptable and unacceptable behaviorisms in society.
2. draw conclusions about alcohol, smoking and drug abuse.

Generalization: Responsible behavior for social health includes understanding the effects alcohol, smoking and drug abuse have on self and others.

Content	Learning Experiences	Evaluative Experiences
Social health is interaction with other people in society in acceptable ways.	Popcorn session to identify ways people interact with others in society.	List acceptable and unacceptable behaviorisms in society.
	Complete survey of class members to determine knowledge of social health problems (alcohol, smoking, and drug abuse). (Appendix)	Discuss completed surveys to further identify knowledge about previously stated social health problems.
	View and discuss visuals to determine problems of growing up socially other than previously identified social health problems. (Bibliography)	Discuss visuals orally in class to further comprehend acceptable ways of handling social problems.
Social health problems include alcoholism, smoking and drug abuse.	List effects alcohol, smoking and drug abuse have on personality and the way one interacts with others.	Discuss "the effects of alcohol, smoking, and drug abuse."

Content	Learning Experiences	Evaluative Experiences
	Discuss various drugs being used in today's society, sources of the drugs, (i.e., medicine cabinets at home, friends), and laws on drug abuse.	Draw conclusions about alcohol, smoking and drug abuse.
	Discuss articles and research on alcohol, smoking and drug abuse.	
	Listen to resource person describe use of alcohol, smoking and drugs and their effects.	
	Panel discussion on pros and cons of alcohol, smoking and drug abuse.	Summarize panel discussion to identify the pros and cons about alcohol, smoking and drug abuse.
		Complete final Unit Relationships Objective Test. (Appendix)

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

600 - 19a

I. Importance of self perception
   A. Development of personality
      1. Influence of heredity and environment on personality

I AM UNIQUELY ME

Name ______________________________ Age __________

Address ____

Names and ages of brothers and sisters ____________________

____

____

Father's name and occupation ____________________

Mother's name and occupation ____________________

My favorite interests and/or hobbies are ____________________

____

Description of myself (include height, weight, coloring, personality, and other important items of interest) ____________________

____

My favorite subject is (and why) ____________________

My least favorite subject is (and why) ____________________

This is what Home Economics means to me ____________________

____

____

Check the areas of Home Economics you feel you want to learn about:

Foods and Nutrition ______, Clothing Selection and Construction ______,

Relationships and Family Living ______, Child Care and Development ______,

Interior Design ______, Consumer Economics ______.

List the areas in Home Economics you have some responsibility for at home right now:

____

____

At the present time, my future plans are ____________________

____

600 - 20a

I. Importance of self perception
    A. Development of personality
        1. Influence of heredity and environment on personality

PICK YOUR PERSONALITY

Write your full name, one letter per line, down the left hand side of your paper. Beside each letter, choose a word beginning with that letter which describes a part of your positive personality. Do not choose any negative words.

A	adorable, artistic, attractive, amiable, acrobatic, active, accurate, athletic, ambitious, alive, alert
B	bold, bright, bubbly, beautiful, brave
C	caring, cute, cozy, cuddly, capable, carefree, clean, charming, cheerful
D	delightful, dainty, diligent, dandy, determined, different, doer, divine, daring
E	energetic, economical, exceptional, efficient, elegant, extraordinary, endearing, easy-going, enjoyable, eager, excellent, exciting
F	frivolous, flexible, fragile, fearful, faithful, funny
G	gentle, great, genius, grateful, graceful, generous
H	happy, handy, honorable, helpful, hilarious, heedless, hopeful, healthy
I	intelligent, industrious, interesting, irresistible, innocent, imaginary, independent
J	joyful, jumpy, jolly, jazzy
K	knowledgeable, keen, kind
L	lovable, laughable, likeable, lovely
M	mature, marvelous, mysterious, mild, modest
N	noisy, nice, neat, natural, nutty, normal
O	original, optimistic, ostentatious, objective, organized, ordinary, orderly
P	polite, peaceful, persuader, plump, proper, pretty
Q	quiet, quick
R	reliable, restless, rare, reserved, reasonable, respectable, rugged, repetitious, responsible
S	sociable, shy, self-confident, sexy, short, sensible, single, silly, smart, sensitive, sweet
T	tactful, tall, tiny, timid, tough, tricky, talented, truthful
U	understanding, useful, unselfish, unique
V	vain, vexing, versatile
W	willing, wacky, wonderful, worthy
X	x-ception, x-centric, x-citing
Y	youthful, young, yielding
Z	zealous, zippy

600 - 21a

After you go through the positive descriptions and you feel there are other words that will more accurately describe you - identify them by writing them beside the positive words.

I. Importance of self perception
  A. Development of personality
    1. Influence of heredity and environment on personality

RATE YOUR PERSONALITY

Others judge us by something we sometimes really are not even aware of -- our personalities. Personality is a combination of the way we look, think, feel, and act; it is what makes us unique and distinct from any other person. To rate your personality, complete the following questions with yes, no, sometimes.

Yes	No	Sometimes		
			1.	Do you keep promises and confidences others tell you?
			2.	Do you willingly accept responsibility and then follow it through?
			3.	Do you accept the faults of others and tolerate their beliefs and opinions?
			4.	Do you dress properly for each occasion?
			5.	Do you have good posture?
			6.	Are you cheerful most of the time and basically, a happy person?
			7.	Do you think about others and cooperate with them?
			8.	Do you talk over your problems with someone?
			9.	Do you stand by your decisions?
			10.	Do you keep from talking or bragging about yourself all of the time?
			11.	Are you a good listener?
			12.	Are you always neat and well-groomed?
			13.	Are you healthy and full of vitality?
			14.	Do you like to please others more than you like to please yourself?
			15.	Do you keep yourself, room, locker, and work neat and clean?
			16.	Do you have a good sense of humor and can laugh at yourself?
			17.	Are you a good sport?
			18.	Do you face your disappointments?
			19.	Are you enthusiastic about most things?
			20.	Do you get average to good marks in school?
			21.	Do you think to say "thank you" when someone does a favor for you?
			22.	Can you be trusted to carry out your word and honest in your dealings with others?
			23.	Do you give credit and praise to others when they deserve it?
			24.	Are you able to admit it when you are wrong?
			25.	Do you enjoy being with people?
			26.	Do you feel loyal to your school, parents, and friends?
			27.	Do you enjoy succeeding?
			28.	Do you respect the rights and property of others?
			29.	Do you enjoy yourself?
			30.	Do you cooperate with people when they ask you for favors?
			31.	Are you jealous of others who accomplish something?
			32.	Are you friendly to everyone of all ages?
			33.	Are you appreciative of what others have done for you?
			34.	Do you try to make the best of every situation?
			35.	Are you sincere in all you say?
			36.	Do you always want to be the center of attention?
			37.	Are you always critical of others?
			38.	Do you speak in a pleasant tone of voice?
			39.	Do you eat quietly and use good table manners?
			40.	Do you avoid loud, boisterous laughter and offensive language?
			41.	Do you use good telephone etiquette?
			42.	Do you often lose your temper?
			43.	Do you always insist on having your own way?
			44.	Do you have self-confidence?
			45.	Are you considerate of family members?

600 - 22a

I. Importance of self perception
    A. Development of personality
        1. Influence of heredity and environment on personality

POOR MARY

By Florence M. Reiff

This is the story of Mary,
Who always hung her head
And never listened--even once--
To what her teachers said.

She did not do her homework,
Or speak when spoken to.
She did not like her classmates,
And so her friends were few.

Some days she did not come to school
And often she was late.
She did not always tell the truth,
And so she did not rate.

Her hands were often dirty
Her hair was quite a mess.
She wore the same socks all week long.
You should have seen her dress!

She had an awful temper,
She'd shout and then she'd sass.
She spent more time in the office
Than she ever spent in class.

She said one day she would not try,
Because she did not care.
She hated lots of people,
And thought them all unfair.

Mary changed. Instead of doing everything wrong, she---

paid attention
did her homework
spoke to her classmates
came to school on time
told the truth
was clean and neat
was cheerful
tried to like other people

DIRECTIONS: Rewrite the poem for Mary after she changed.

Do actions speak louder than words?

If you could follow yourself around each day, what would you think of yourself?

DIRECTIONS: On a separate sheet of notebook paper, title one side, THINGS I LIKE ABOUT ME, and the other side, THINGS I NEED TO IMPROVE.

I. Importance of self perception
  A. Development of personality
    2. Effect of physical, social, and psychological basic needs on personality

RELATIONSHIPS QUIZ

Name ______________________________

Identify the following traits with a P for physical needs and an S for social-psychological needs.

_____ 1. Privacy

_____ 2. Food

_____ 3. Clothes

_____ 4. Attention

_____ 5. Security

_____ 6. Love

_____ 7. Air

_____ 8. Need to belong

_____ 9. Home - shelter

_____ 10. Approval

_____ 11. Need for success

_____ 12. Need for recognition

_____ 13. New experiences

_____ 14. Water

_____ 15. Exercise

Circle the correct response with a T or F.

T F 16. Everyone needs the same amount of love to be happy.

T F 17. An individuals personality is affected by each new experience in which he participates.

T F 18. Hobbies help develop the social needs of individuals.

T F 19. A family provides physical and social-psychological needs for its members.

T F 20. Approval by others is unimportant for an individual to enjoy a fulfilling life.

T F 21. An individual who feels he needs friends is an unstable or immature person.

T F 22. Every individual feels the same about being successful.

23. - 25. List 3 (three) school organizations or activities that will help you meet your social-psychological needs and develop your personality.

600 - 24a

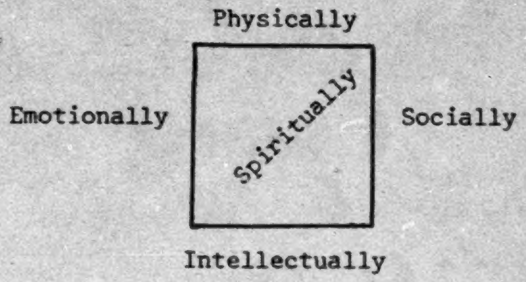
ANSWER KEY

1.	S	9.	P	16.	F
2.	P	10.	S	17.	T
3.	P	11.	S	18.	T
4.	S	12.	S	19.	T
5.	S	13.	S	20.	F
6.	S	14.	P	21.	F
7.	P	15.	P	22.	F
8.	S			23. - 25.	- - -

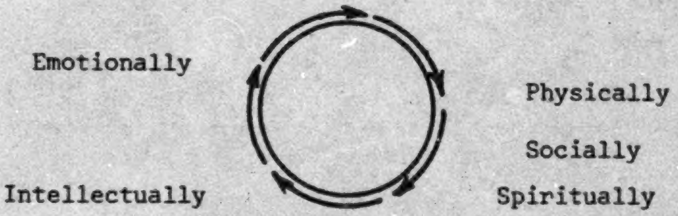
I. Importance of self perception
  A. Development of personality
    3. Influence of maturation on personality

FIVE SIDES OF AN INDIVIDUAL

Every individual grows in five dimensions toward maturity.


Physically
Emotionally
Spiritually
Socially
Intellectually

A well rounded individual will grow together and mesh all five areas.


Emotionally
Physically
Socially
Intellectually
Spiritually

We call this individual a "well adjusted, mature" person.

Identify words associated with each dimension of maturity.

1. Actions - Social maturity
2. Feelings - Emotional maturity
3. Looks - Physical maturity
4. Thoughts - Intellectual maturity
5. Beliefs - Spiritual maturity

600 - 25a

I. Importance of self perception
    A. Development of personality
        3. Influence of maturation on personality

SAMPLE QUESTIONNAIRE TO DETERMINE LEVEL OF SELF-MATURITY

Students may develop own questionnaire for each class.

ABOUT THE WAY YOU ACT AT HOME

_____ 1. Do you get up in the morning without having to be called?
_____ 2. Do you brush your teeth, comb your hair, and wash before you go to the table?
_____ 3. Do you go to the table when you are called?
_____ 4. Do you help clear the table after the meal?
_____ 5. Do you do your share of the work in helping with the meal or washing the dishes?
_____ 6. Do you act as friendly toward your family members as toward your friends? Really, do you?
_____ 7. Do you take turns with others in selecting a television program?
_____ 8. Do you cut your conversation short when others need to use the telephone?
_____ 9. Do you act as mature as you should when you do not get your way?

ABOUT BROTHERS AND SISTERS

_____ 10. Do you use their things only when you ask permission?
_____ 11. Do you avoid teasing them or hurting their feelings?
_____ 12. Do you accept the natural things they do and say without making fun of them?
_____ 13. Do you try to say kind things about them or to them at every opportunity?
_____ 14. Do you do your share of the work instead of leaving it for them?
_____ 15. Do you share in keeping your room neat and clean?

ABOUT BEING A GOOD FRIEND

_____ 16. Do you keep secrets?
_____ 17. Do you do what you promise to do?
_____ 18. Do you take part in group activities?
_____ 19. Do you do your share of the work?
_____ 20. Do you act in a courteous way when you are with others?
_____ 21. Do you speak first?
_____ 22. Do you return things you borrowed?
_____ 23. Do you go out of your way to be kind to others?
_____ 24. Do you say only nice things about others?
_____ 25. Do you try to keep from hurting the feelings of others?

I. Importance of self perception
  A. Development of personality
    3. Influence of maturation on personality

ANALYZE YOUR EMOTIONS - Self Test

This is simply a test for facing oneself. Be truthful. Papers are not to be handed in and no one else need see them.

1. I hate . . .

2. I wish . . .

3. I fear . . .

4. I hope . . .

5. I love . . .

6. I'm embarrassed when . . .

7. The thing I'm most afraid of is . . .

8. I want most to be . . .

9. The thing that bothers me most is . . .

10. Regarding myself, I feel . . .

11. The person who worries me most is . . .

12. I'm most cheerful when . . .

13. I'm deeply happy when . . .

14. My greatest interest in life is . . .

15. The person who means the most to me is . . .

16. The ones who love me most are . . .

17. In leisure time I like most to . . .

18. I have great respect for . . .

19. My health is . . .

20. My ability is . . .

I. Importance of self perception
   A. Development of personality
      3. Influence of maturation on personality

ARE YOU A WORRY WART?

DIRECTIONS: Read the problems below and UNDERLINE any and all of them that seem to be a lot like some problems you may have.

1. I don't get along well with people.
2. I'm sick a lot.
3. My family has no interest in my school affairs.
4. I don't have as much spending money as my friends.
5. I wish I weren't an only child.
6. I live away from home.
7. I don't seem to care for babies.
8. I can't do anything well.
9. My home should be cleaner.
10. I don't like to wash dishes.
11. A lot of my clothes are hand-me-downs.
12. I often "talk back" to my mother and my father.
13. I have trouble making acquaintances.
14. My parents are not living together.
15. My complexion is not clear.
16. I wish my home looked nicer.
17. I can't talk over personal problems with my family.
18. My parents and I seldom agree.
19. I don't have a quiet place where I can study at home.
20. My parents' ideas are not up-to-date.
21. I can't take my friends home very often.
22. My family argues a lot.
23. I don't have good posture.
24. My parents criticize me too much.
25. I don't have a weekly allowance.
26. One of my parents is dead.
27. My family is too concerned about money.
28. I feel uneasy when meeting people.
29. A member of my family is ill.
30. I continuously quarrel with my brother(s) and/or sister(s).
31. I wish I could gain weight.
32. I have too few friends.
33. My parents make me work too much as home.
34. My clothes are not in style.
35. My mother and father don't understand me.
36. Dating does not interest me.
37. I wish my parents would let me do more things.
38. My mother and father don't trust me.
39. I need to lose weight.
40. I am a poor reader.
41. I can't discuss school problems with my family.
42. A family member has died recently.
43. I feel awkward at social gatherings.
44. I need a place at home for entertaining.
45. My parents make most of my decisions.
46. I don't like many foods.

600 - 28a

47. I have to take care of my little brother (s) or sister(s) too often.
48. I don't want to go to school.
49. I don't have very many clothes.
50. My fingers are ugly because I bite my nails.
51. I don't have much fun with my parents.
52. My parents have a favorite at home.
53. I have to ask for all my spending money.
54. I am a poor conversationalist.
55. Someone in my family worries me.
56. I would like to move away from home.
57. We don't have modern conveniences at home.
58. I cannot satisfy my parents.
59. Boys / girls don't like me.
60. Everybody bosses me.
61. I have too many colds.
62. I don't know how to act at a party.
63. My parents think I'm too young to date.
64. I have a hard time making decisions.
65. I'm not like other people.
66. I want to improve my looks.
67. I feel tired most of the time.
68. I'd like to do more things in school.
69. My parents expect me to do everything myself.
70. I don't know proper manners.
71. I don't have much privacy at home.
72. My family doesn't realize that I'm growing up.
73. I am not careful enough.
74. I wish I were taller.
75. My parents don't like my friends.
76. Relatives share our home.
77. I wish I were shorter.
78. My parents are too severe with me.
79. I dislike helping with housework.

600 - 29a

I. Importance of self perception
   A. Development of personality
      3. Influence of maturation on personality

HOW TENSE ARE YOU?

While everyone is bound to suffer from a certain amount of nervous tension, there is little excuse for the keyed-up state of many people. Their tension is largely due to poor habits and so is mostly their own fault. Take the following quiz to determine how tense you are and show you some of the habits that may be responsible for tension.

CIRCLE Yes or No

Yes - No 1. Do you have a hobby or favorite sport that you do in your spare time?

Yes - No 2. Do you try to do something about the things that worry you instead of letting them "get to you"?

Yes - No 3. Are your friends relaxed and happy?

Yes - No 4. Do you take time to relax or lie down and stretch out once a day?

Yes - No 5. Do you get fresh air and exercise every day?

Yes - No 6. Do you allow yourself enough time in the morning to get ready for school without having to rush?

Yes - No 7. Do you speak fast most of the time?

Yes - No 8. Do you spend enough time with recreational activities and things you enjoy?

Yes - No 9. Do you get enough sleep at night? (8-10 hours is average)

Yes - No 10. Do you sleep restfully?

Yes - No 11. Do you walk faster than most other people?

Yes - No 12. Do you eat faster than most other people?

Yes - No 13. When you are taking part in recreational activities (party, sports, movies, etc.), do you often feel you should be making better use of your time?

Yes - No 14. Do you get upset when you miss a ride, miss meeting friends, or your friend doesn't call or meet you when they said they would?

Yes - No 15. When you are working on a project that will take several hours, do you try to finish it without stopping?

Yes - No 16. Do you have a hard time forgetting your problems even during your leisure time?

Yes - No 17. Do you have a hard time sitting still during a movie or a t.v. program?

Yes - No 18. Do you enjoy a competitive activity only when you are winning?

I. Importance of self perception
  A. Development of personality
    3. Influence of maturation on personality

SELF APPRAISAL - MANNERISM

Posture and poise or being lady-like or gentlemanly are inseparable. Even if you walk, stand, talk and sit correctly, you can destroy your appearance by any of the numerous "mannerisms" that may be annoying to others around you. Check those you are guilty of. Find a way to break these.

_____ 1. Chewing gum loudly, too much of it, cracking it or blowing bubbles.

_____ 2. Biting fingernails, hangnails, or other skin on fingers.

_____ 3. Picking your teeth, nose or ears.

_____ 4. Constantly licking your lips or distorting mouth.

_____ 5. Raise eyebrows when talking, squinting, frowning.

_____ 6. Grit teeth, tap on teeth with pen or pencil.

_____ 7. Snuffle or breathe real hard through your nose.

_____ 8. Tap on table or tap on other objects with fingers.

_____ 9. Chew on pen, pencil, shirt collar, necklace, etc.

_____ 10. Tap on floor with toe or constantly kick an object.

_____ 11. Scratch your head or play with your hair.

_____ 12. Play with watch, rings, or bracelets.

_____ 13. Play with shirt collar, buttons, lapels, jewelry, etc. around neck.

_____ 14. Tugging at ear lobes, earrings, chin, side of face, etc.

_____ 15. Wave arms around in meaningless gestures.

_____ 16. Point to emphasize a remark.

_____ 17. Holding your head up with your hands.

_____ 18. Pulling down (or up) on pants or underwear, panty hose, slip, etc., tucking in shirt or blouse constantly.

_____ 19. Cross legs and swing them.

_____ 20. Snap fingers, click nails, crack knuckles.

_____ 21. Snap purse clasp, zip zippers up and down continuously.

_____ 22. Click pen or tap pen or pencil on another object.

_____ 23. Cross arms over chest or in back.

_____ 24. Snub or ignore friends by the manner you use.

_____ 25. Butt-in when someone else is talking.

600 - 31a

I. Importance of self perception
    A. Development of personality
        3. Influence of maturation on personality

CONVERSATION GAME

Allow 2-3 minute intervals for entire class to say all they wish about two teacher assigned topics. (one topic for the first 3 minutes should be on something they know hardly anything about; second topic should be about something they are highly interested in and have many opinions about)

Compare the two 3 minute conversations and the social interaction of people involved.

600 - 32a

I. Importance of self perception
    A. Development of personality
        3. Influence of maturation on personality

INTRODUCTIONS MADE EASY

Here are some reasons for learning how to introduce people correctly.

1. To give you confidence in public.

2. To make others feel good.

3. To help strangers feel at ease.

Learn how to do the following when introducing people...these are only a few simple rules to help you be more comfortable with introductions.

1. Smile pleasantly, be friendly, use a pleasant tone of voice, sound happy and/or enthusiastic rather than making it a chore.

2. The name of the most important person is said first. (The name of the most important person below is underlined in each case.)

    A. Introduce a man to a woman, a boy to a girl.
    B. Introduce a younger person or a child to an older person.
    C. Introduce a boy to a man, a girl to a woman.
    D. Introduce a younger person to a visitor.
    E. Introduce boy or girl friends to your mother.
    F. Introduce your mother or father to your teacher.
    G. Introduce your father to your girl friend.

3. Mention how you know each person in your introduction: "my mother, father, teacher, friend, neighbor, sister, aunt, classmate", etc.

4. Children or teenagers should always stand when being introduced to older people.

5. When introducing a girl or woman to a group, mention her name first; when introducing a boy or a man to a group, mention his name last. Only say the name once...do not repeat all the names.

6. Say all names clearly, repeat the name after you are introduced to someone to make sure you can pronounce it correctly.

7. What do you say after the introduction?

    A. Many things are possible, just remember to be friendly and honest. Say the easiest thing for you to remember as long as you are sincere and it does not sound phoney.
    B. Examples of correct responses are: "How do you do" "Hi" "Hello" or "Pleased to meet you".
    C. Shake hands if someone offers you their hand. It is a woman's privilege to offer or not to offer her hand for a handshake.

8. It takes practice to feel at ease when making introductions.

600 - 33a

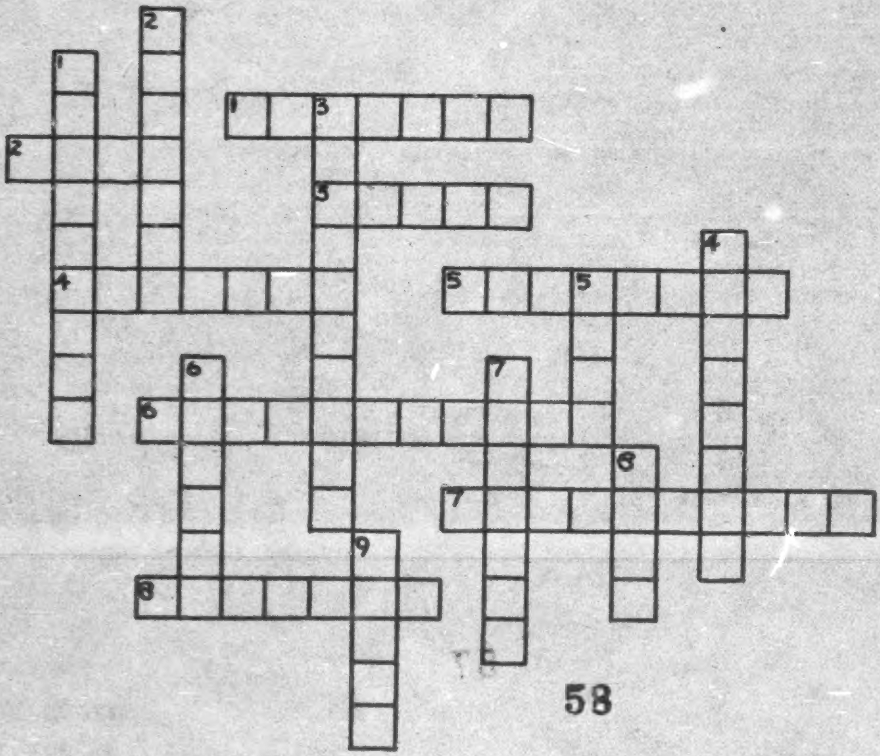
I. Importance of self perception
    A. Development of personality
        3. Influence of maturation on personality

BECOMING A WELCOME GUEST

Name ____________________________

1. Be thoughtful and considerate even with people you know well.
2. Don't let your visit become troublesome or a chore for others.
3. Tell your parents where you'll be; make sure you have their approval.
4. Make sure the time is convenient for both you and the people you are visiting, and then be prompt.
5. Leave when you have been there long enough; don't be a bore and overstay.
6. Accept refreshments when offered; do not be "choosy" or ask for them.
7. For out-of-town visits, consider the clothing you will need.
8. Take your own personal items and do not borrow from the hostess or host.
9. Offer your help whenever necessary, even when the hostess turns you down.
10. Keep your belongings neat and in order.
11. Thank both the host and hostess for your visit and stay.
12. If your stay was for a weekend or longer, write a thank you note to them.

600 - 34a



I. Importance of self perception
  A. Development of personality
    3. Influence of maturation on personality

BECOMING A WELCOME GUEST, continued

ACROSS:
1. Respect ____________ at your friend's home.
2. Male person who receives the guest at his home.
3. You frequently _____________ each other's home.
4. Parents earn this from their children and vice versa.
5. When leaving, you say this to your host, hostess, or both.
6. Thoughtful of others.
7. Consent to leave or having parent's consent.
8. Assisting others.

DOWN:
1. To work together.
2. Female who receives guests at her home.
3. A written request to go somewhere.
4. The behavior you should use at someone else's home.
5. A type of letter sent to the host thanking them.
6. Using good manners at all times.
7. Your mother and father are called ______________.
8. When you invite someone, tell them what ___________ they are expected.
9. You are a ___________ if you are invited to someone's home.

ANSWER KEY

ACROSS:
1. privacy
2. host
3. visit
4. respect
5. thank you
6. considerate
7. permission
8. helpful

DOWN:
1. cooperate
2. hostess
3. invitation
4. courtesy
5. note
6. polite
7. parents
8. time
9. guest

I. Importance of self perception
    A. Development of personality
        3. Influence of maturation on personality

SKIT - ROLE PLAYING EVALUATION

Name of group or table number ______________________________

INTRODUCTION (5)
- Gains full attention of audience
- Indiciates part each person is playing
- Indicates setting
- Clear, meaningful, short, loud
- Well groomed and poised

CONTENT (8)
- Creativity and originality
- Definite points are taught
- Use of verbal and nonverbal expressions
- Good examples used
- Loud, clear, meaningful
- Appropriate length of time (not too wordy)
- Participants in plain view of audience
- Each participant does his/her share

CONCLUSION (2)
- Sums up high points
- Answers questions correctly

TOTAL 15 _________________

600 - 36a

I. Importance of self perception
  A. Development of personality
    3. Influence of maturation on personality

PERSONALITY QUIZ

Name ______________________________

Place the correct letter from Column II in the blank to the left of the definition in Column I.

Column I

_____ 1. Relationships or interactions with others
_____ 2. The way we think
_____ 3. Our beliefs and morals
_____ 4. Chronological age
_____ 5. Expression of feelings
_____ 6. Depends mainly on inherited characteristics
_____ 7. Accepting others for what they are
_____ 8. Developing body and how you look
_____ 9. You can hold back your temper
_____ 10. Using your mind for activities

Column II

A. Emotional
B. Intellectual
C. Physical
D. Social
E. Spiritual

Circle T or F

T F 11. The purpose of hobbies is more to occupy a person's time in an idle manner than to develop anything constructive.
T F 12. Participating in a game is a good way to release tension.
T F 13. Good manners are just as important when you are at home or among friends as in public.
T F 14. Because we are born with certain attitudes, it is very difficult to make changes in our personality.
T F 15. As long as we get along with other people in public, it is not necessary to get along with family members.
T F 16. Helping someone with homework when the instructor says it is to be done independently (alone) is acceptable.
T F 17. Feeling hurt is a sign of emotional maturity.
T F 18. Good work and study habits are acquired (learned).
T F 19. Accepting the funny habits and ideas of others is a sign of social maturity.
T F 20. Understanding why you have to take math and science or any other subject you may dislike is a sign of intellectual maturity.
T F 21. Holding feelings inside is the best sign of emotional maturity one can express.
T F 22. Eating and walking too fast can cause tension to build in a person, and they could develop a bad attitude.
T F 23. When we participate in many different activities, we are growing toward social maturity.
T F 24. A cooperative attitude means doing everything someone tells you.
T F 25. Mannerisms are habits which annoy other people.
T F 26. You should have a right to complete privacy in your bedroom anytime you want it, even if you share a bedroom with someone.
T F 27. The correct way to answer the phone is by saying, "Hi, what do you want?"

PERSONALITY QUIZ, continued

Choose only one correct answer for each statement.

_____ 28. Quality most important in a sports event.
_____ 29. Quality needed by leaders to get others fired up about doing something.
_____ 30. A student does a complete detailed job on a project.
_____ 31. You can keep a secret.
_____ 32. You take the lead in starting a discussion.
_____ 33. You say no to a party where you know there will be no adult supervision.
_____ 34. You are willing to make a loan to a friend because you know he will pay it back. What quality do you have?
_____ 35. You are willing to make a loan to a friend because you know he will pay it back. What quality does he have?

A. Confidence
B. Cooperation
C. Enthusiasm
D. Honesty
E. Patience
F. Initiative
G. Perseverance
H. Self-respect
I. Tolerance
J. Trustworthiness

Circle T or F

T F 36. Uncooperative family members have problems getting along with other members of society.
T F 37. Having confidence in yourself is important to being successful with others.

T F 38. Maturity means accepting the responsibilities for yourself, but not the responsibilities for others.
T F 39. Adolescents have a right to hold a grudge against their parents or teachers for not trying to understand them.
T F 40. A good goal to set for oneself is one so high it is unable to be reached.
T F 41. Promptness is a sign of maturity.

T F 42. Being cheerful even though you may feel like crying is a sign of emotional maturity.
T F 43. New experiences or different activities are unnecessary to grow and develop as a person.
T F 44. When we are moody, it means that we have a lot of growing up to do.

T F 45. Mature adolescents hold the same values as their parents.

T F 46. Jealousy is a strong human emotion which could cause a problem in personality development if not understood.
T F 47. Junior high students are too young to set goals or make choices about their future careers.
T F 48. Social maturity is knowing how to act in every situation in an acceptable manner.
T F 49. Keeping something that does not belong to you is acting morally immature.

T F 50. Math is a subject we take in school to help train our minds to think.

600 - 38a

ANSWER KEY

1.	D	6.	C	11.	F	16.	F	21.	F	28.	B	33.	H	36.	T	41.	T	46.	T
2.	B	7.	D	12.	T	17.	F	22.	T	29.	C	34.	J	37.	T	42.	T	47.	F
3.	E	8.	C	13.	T	18.	T	23.	T	30.	G	35.	D	38.	F	43.	F	48.	T
4.	C	9.	A	14.	F	19.	T	24.	F	31.	A			39.	F	44.	T	49.	T
5.	A	10.	B	15.	F	20.	T	25.	T	32.	F			40.	F	45.	F	50.	T
								26.	F										
								27.	F										

I. Importance of self perception
    A. Development of personality
        3. Influence of maturation on personality

PRE-TEST PHYSICAL MATURITY

MATCHING:

_____ 1. A portion of time meaning one completion of the monthly menstrual cycle.

_____ 2. A tiny gland that regulates body growth and menstruation.

_____ 3. The normal natural flow of blood and tissue fragments that occurs about once a month.

_____ 4. A union of male and female reproductive cells.

_____ 5. The stage of life during which young people start out toward sexual maturity.

A. Fertilization
B. Menstruation
C. Period
D. Pituitary
E. Puberty

_____ 6. The internal parts of male and female which help in the development of babies.

_____ 7. The organ that holds and nourishes the baby before birth.

_____ 8. The tube-like sex organ of the male.

_____ 9. One egg cell of the female.

_____ 10. A canal in the female that connects the outside of the body to the uterus.

A. Ovum
B. Penis
C. Reproductive Organs
D. Uterus
E. Vagina

600 - 39a

_____ 11. The male reproductive cell.

_____ 12. The tube through which the sperm and also urine pass, however, at different times.

_____ 13. The male organs in which the sperm are reproduced.

_____ 14. Fertilization of the egg by the sperm.

_____ 15. A circular bony structure in the lower abdomen which houses and protects the inner reproductive organs.

A. Conception
B. Pelvis
C. Sperm
D. Testicles
E. Urethra

PRE-TEST PHYSICAL MATURITY, continued

_____ 16. The period of time which the baby grows inside the uterus.

_____ 17. The growing baby as it develops during the first three months inside the mother.

_____ 18. The place on the abdomen to which the umbilical cord was attached.

_____ 19. The muscle contractions of the uterus that expel the baby from the mother's body.

_____ 20. A long stalk through which blood circulates. It connects the fetus to the mother inside the uterus.

A. Embryo
B. Gestation
C. Labor
D. Navel
E. Umbilical Cord

_____ 21. When the fertilized egg attaches itself onto the wall of the uterus and starts to grow.

_____ 22. Self sexual stimulation or handling your own sex organs.

_____ 23. Hardening of the penis, usually a result of sexual stimulation.

_____ 24. Wet dreams or a discharge of extra semen while asleep.

_____ 25. Cells that determine heredity traits.

A. Erection
B. Genes
C. Masturbation
D. Nidation
E. Nocturnal Emissions

ANSWER KEY

1. C
2. D
3. B
4. A
5. E

6. C
7. D
8. B
9. A
10. E

11. C
12. E
13. D
14. A
15. B

16. B
17. A
18. D
19. C
20. E

21. D
22. C
23. A
24. E
25. B

I. Importance of self perception
    A. Development of personality
        3. Influence of maturation on personality

EXERCISE AND LAUGHTER AID FITNESS

"Women generally know it's important to be physically active but few want to do boring exercises," Lorette Dow reports. She offers these ideas to help women not only improve muscle tone but also laugh a bit during the day.

1. Every time you pass a mirror, make a face at yourself and then relax your face muscles.
2. While sitting -- raise your legs and hold them for a few seconds. Lower them SLOWLY.
3. Walk around the house with a super-exaggerated wiggle. It slims your waist and makes you laugh. Laughing is good exercise.
4. Let your head go limp and then roll it in circles.
5. Pull in your abdomen whenever the phone rings -- don't hold your breath. Breathe naturally.
6. Use good body mechanics when you lift something heavy. Bend your knees to pick up a child from the floor.
7. When tense, stretch as hard as you can for a few seconds and make a loud noise. Then if nobody is around, make lots of loud noises. It makes you feel better.
8. Always stand when dressing and undressing.
9. Walk to the store on a sunny day - DON'T RIDE.
10. Get off the bus two stops early and walk the rest of the way.

A wise man said -- "Nature is generous; when you begin to sit around,
she provides more cushions."

600 - 41a

I. Importance of self perception
    A. Development of personality
        3. Influence of maturation on personality

PHYSICAL DEVELOPMENT

Place the correct letter from Column II in the space provided at the left of each number in Column I.

Column I

_____ 1. Stage of life where young people start developing toward sexual maturity.

_____ 2. Section of time meaning one complete monthly cycle of the menstrual process.

_____ 3. A gland that helps to regulate body growth.

_____ 4. Substances needed for growth characteristics for both male and female.

_____ 5. The natural shedding of the uterine lining when an egg has not been fertilized.

_____ 6. The release of an egg from the ovary.

Column II

A. Hormones
B. Menstruation
C. Ovulation
D. Period
E. Pituitary
F. Puberty

Column I

_____ 7. The union of the male and female reproductive cells of egg and sperm.

_____ 8. The period of time where the baby grows inside the uterus.

_____ 9. When the fertilized egg attaches itself onto the wall of the uterus and starts to grow.

_____ 10. A canal in the female that connects the outside of the body to the uterus.

_____ 11. Carries the ova from the ovaries to the uterus.

_____ 12. The bone structure in both male and female which protects the reproductive organs.

Column II

A. Fallopian Tubes
B. Fertilization
C. Gestation
D. Nidation
E. Pelvis
F. Vagina

600 - 42a

* * *

Circle T or F

T F 13. Puberty is the age when childhood ceases and adolescence begins.
T F 14. The pituitary gland serves as a growth clock.
T F 15. Menstruation and ovulation are two different words for the same thing.
T F 16. The normal boy and girl have dreams concerned with sex.
T F 17. In menstruation the lining of the uterus breaks down and passes out of the body.
T F 18. Human life begins when the nucleus of a sperm and an egg unite.

T F 19. The sex of an individual is determined by the sperm.

T F 20. An individual receives replicas of half of his father's chromosomes and half of his mother's chromosomes.

T F 21. The sex of the child is determined at the time the egg and the sperm unite.

T F 22. The fertilized egg grows and develops in the ovary.

T F 23. The egg attaches itself to the wall of the vagina soon after the egg has been fertilized.

T F 24. The human egg starts out the size of a lima bean.

T F 25. Boys mature about two years sooner than girls mature.

T F 26. Ovulation is the process in which an egg cell emerges from an ovary.

T F 27. The testicles and the ovaries are sex glands.

T F 28. The urethra in the male has two functions.

T F 29. An erection of the penis may occur without sexual stimulation.

T F 30. Seminal emissions are a symptom of a diseased condition of the seminal vesicles.

T F 31. The reproductive organs will waste away if not used.

T F 32. Excessive handling of the genitals may cause insanity.

T F 33. The act of birth is called labor.

T F 34. Wait until the child is eleven years old to teach him sex education.

T F 35. It is normal for adolescent boys and girls to want to get away from their parents.

T F 36. Most adolescent boys and girls feel that they are misunderstood by their parents.

T F 37. Nocturnal emissions are a sign of a venereal disease.

T F 38. You have to have a period before you can get pregnant.

T F 39. A miscarriage is another name for a hysterectomy.

T F 40. Menopause occurs when women are 30 years old.

600 - 43a

ANSWER KEY

1. F
2. D
3. E
4. A
5. B
6. C

7. B
8. C
9. D
10. F
11. A
12. E

13. T
14. T
15. F
16. T
17. T
18. T
19. T
20. T
21. T
22. F
23. F
24. F
25. F
26. T

27. T
28. T
29. T
30. F
31. F
32. F
33. T
34. F
35. T
36. T
37. F
38. F
39. F
40. F

I. Importance of self perception
    B. Development of personality potential
        1. Formation of values, goals, standards and resources

VALUE INDICATORS

If I had 24 hours to live . . .

If I had my own car . . .

I feel best when people . . .

If I had a million dollars, I would . . .

Secretly, I wish . . .

My children won't have to . . .

I like people who . . .

If I were principal of my school . . .

If I were the President of the United States . . .

The hardest thing for me to do is . . .

I like being with people when . . .

Happiness, to me, is . . .

To me, money . . .

A family should . . .

Parents are . . .

On Saturdays, I like to . . .

The most important thing to me is . . .

600 - 44a

I. Importance of self perception
    B. Development of personality potential
        1. Formation of values, goals, standards and resources

DIRECTIONS FOR 20 THINGS I LOVE TO DO:

As quickly as you can, list 20 things in life which you really, really love to do. There are no right or wrong answers about what you should like. Using the suggested code below, the next step is to code the 20 items listed above.

1. Place a $ sign by any item which costs more than $5.00 each time you do it.

2. Put an R by any item which involved some RISK. The risk might be physical, intellectual or emotional. (Which things in your own life which you love to do require some risk?)

3. Using the code letters F and M, record which of the items on your list you think your FATHER and MOTHER might have had on their lists if they had been asked to make them at your age.

4. Place either the letter P or the letter A next to each item. The P is to be used for items which you prefer to do with PEOPLE, the A for items you prefer doing ALONE.

5. Place a number 5 by any item which would not have been on your list five years ago.

6. Place a number 5 by any item which you think will not be on your list five years from now.

7. Finally, go down through your list and indicate the date when you did it last.

600 - 45a

NOW, LOOK BACK OVER YOUR LIST AND THE CODINGS.

- What does your list look like?
- Can you identify any patterns in the things you love to do?
- Did you learn something new about yourself?
- Are there some things you are not pleased with?
- Is there anything that you would like to change?
- How might you go about changing these?
- Are there some things you like to do that you have not done lately?
- Why haven't you done these lately?
- What could you do about this?

70

I. Importance of self perception
    B. Development of personality potential
        1. Formation of values, goals, standards and resources

QUIZ - VALUES, GOALS, STANDARDS, AND RESOURCES

Name ______________________________

Place the correct letter from Column II in the blank to the left of each definition from Column I.

Column I	Column II
_____ 1. Levels by which people achieve goals	A. Goal
_____ 2. Aims people strive toward.	B. Resource
_____ 3. Idea or opinion that gives direction to behavior and meaning to life.	C. Standard
	D. Value
_____ 4. What people use to obtain goals.	

Circle T or F

T F 5. In order for a value to be true, everyone must hold that value.

T F 6. Resources include time, money, and friends.

T F 7. Once you establish your values, they remain the same throughout your life.

T F 8. A short term goal may be used to meet a long term goal.

T F 9. Everyone in the same family lives by the same standards.

T F 10. A goal is set high enough to never be reached.

T F 11. Values one holds now influence decisions made throughout life.

T F 12. An individual who has the ability to work for and get A's has higher standards than an individual who has the ability to get A's but gets C's instead.

600 - 46a

ANSWER KEY

1. C
2. A
3. D
4. B

5. F
6. T
7. F
8. T
9. F
10. F
11. T
12. T

I. Importance of self perception
  B. Development of personality potential
    2. Improvement of self-image

A SELF - PORTRAIT

1. How do you see yourself? What is your self-image? What do others think of you? Use descriptive words that will tell or show a picture story of how you see yourself and how others see you.

2. Use pictures or other items that describe the following characteristics about you:

    1. Assets or strengths - good things about you.
    2. Liabilities or weaknesses - bad things about you.
    3. Likes - the things you enjoy.
    4. Dislikes - things you do not enjoy.
    5. Values - things that are important to you.
    6. Goals - aims or purposes in life.
    7. Attitudes - your feelings about things.
    8. Pet peeves or sensitive spots - things that bother you.

3. Glue your examples onto cardboard or construction paper after arranging them into an interesting design that represents you and your personality.

    You may use such things as:
    1. Words - that will tell the description.
    2. Pictures - that will show how you feel.
    3. Textures - such as cloth, paper, sandpaper, glass, etc. that will show parts of your life in some descriptive way.
    4. Colors and fabrics - that will help to describe things about you.

4. Label your self-portrait items. Put your name on the back.

It is due ________________________.

600 - 47a

I. Importance of self perception
   B. Development of personality potential
      2. Improvement of self-image

SCORE CARD

RECOGNIZING YOURSELF AND OTHERS

DIRECTIONS:

1. Choose from the illustrated cards the pictures which best complete the statement at the top of the card, or create your own picture in the last square. Write the number of your choice under "You About Yourself."

2. Choose a friend and with discussing the cards, write down choices for him (or her) under "You About Your Friend."

3. Cover your answers and have the same friend complete "Your Friend About Himself" and "Your Friend About You." Compare your choices with your friend.

	YOU ABOUT YOURSELF	YOU ABOUT YOUR FRIEND	YOUR FRIEND ABOUT HIMSELF	YOUR FRIEND ABOUT YOU
I want to live in....				
If I had more money, I would spend it on....				
I most enjoy....				
I am interested in....				
I am the type who....				

600 - 48a

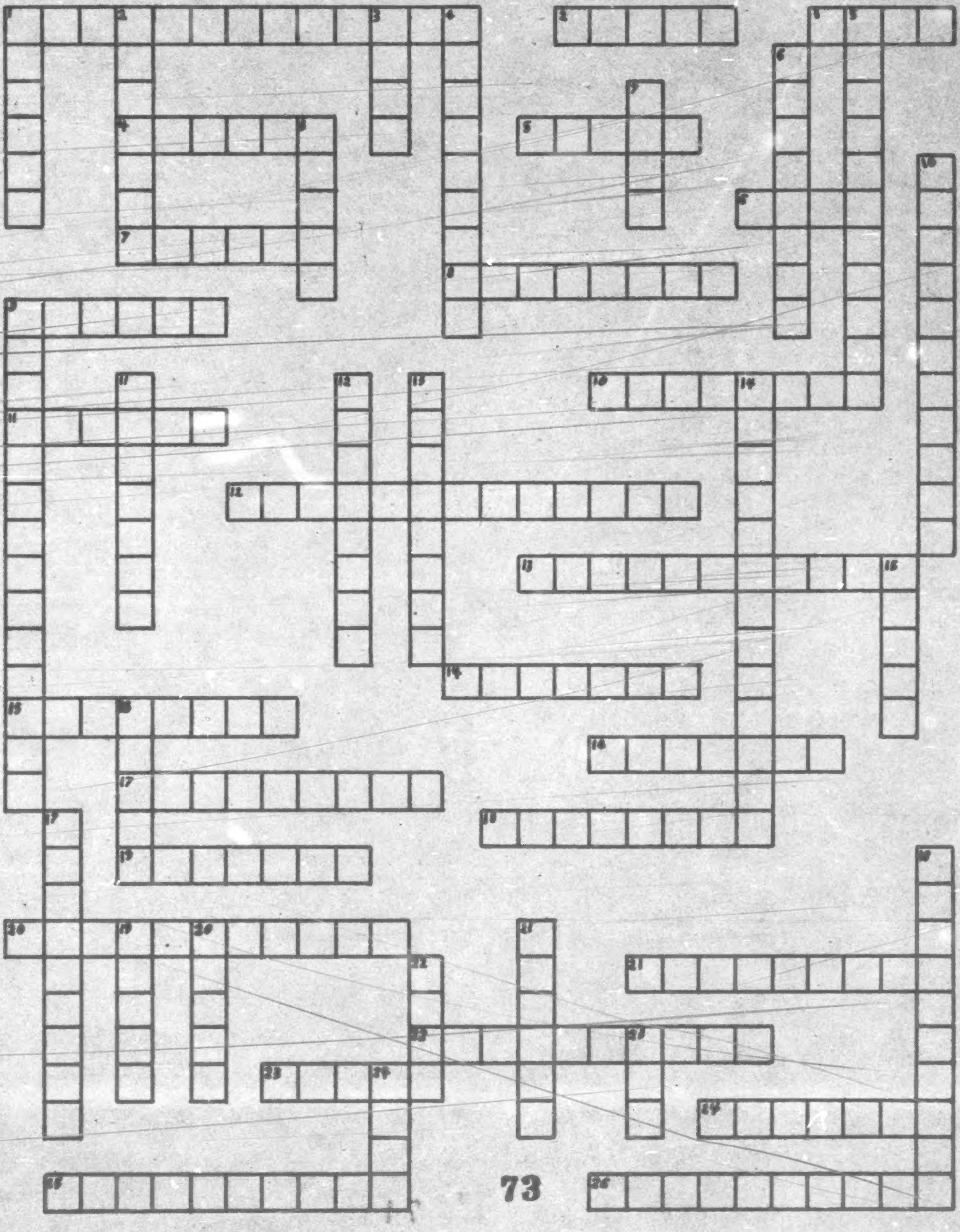
II. Relationship of self to others

A. Types of socialization

1. Roles and responsibilities of family members

UNDERSTANDING OURSELVES, FAMILY AND FRIENDS

Complete the crossword puzzle to acquaint yourself with terms found in this unit.



600 - 49a

ACROSS:

1. Involves the enjoyment which comes from the company of other family members and friends.
2. Parts played in real life.
3. An affectionate feeling.
4. A social experience among teenagers.
5. A mature grown-up.
6. One who receives another person at his home as his guest.
7. The importance a person assigns to the needs of people and to ideals, things and events.
8. To take care of your appearance.
9. Abilities gained by practice and/or knowledge.
10. The feeling of belonging.
11. All of a person's relatives.
12. Involved listening and getting problems out in the open.
13. The duties, rights, and privileges of a citizen.
14. The physical beginning of manhood and womanhood.
15. Citizens of the neighborhood.
16. Faithfulness of feeling or behavior.
17. Ways of thinking, acting or feeling.
18. Polite behavior or act of consideration.
19. A person who studies.
20. One boy and one girl dating each other exclusively. (2 words)
21. A difficult thing to accomplish.
22. A liking between friends.
23. A likeness, representation, or reflection of self.
24. Involves being thoughtful of the rights and feelings of others.
25. The way something looks.
26. A firm belief or trust.

600 - 50a

DOWN:

1. A closed circle of friends.
2. High opinion of one's own worth or possessions.
3. The place where one lives with his family.
4. A special right, advantage, or favor.
5. A good chance or convenient occasion.
6. A person who gives work to others.
7. Group of people joined together for some special purpose.
8. A visitor.
9. Belief in one's own ability.
10. Involves give-and-take and doing your share of work.
11. Person by birth or choice is a member of a nation or city with certain rights and which claims his loyalty.
12. Working together of a group of people.
13. The years of life from 13-19.
14. The thing for which one is obligated or expected to do.
15. Persons of your same age.
16. Something desired.
17. Human skills that help one get ahead in life.
18. Growth from childhood to maturity.
19. Daily requirements for living.
20. To show pleasure or amusement by an upward curve of the mouth.
21. Occupation or profession.
22. A period of existence.
23. The character of being male or female.
24. A way of playing, a plan.

UNDERSTANDING OURSELVES, FAMILY AND FRIENDS, continued

Terms to be used for the crossword puzzle.

- Adolescence
- Adult
- Appearance
- Attitudes
- Career
- Challenge
- Citizen
- Citizenship
- Clique
- Club
- Communication
- Companionship
- Concern
- Confidence
- Cooperation
- Courtesy
- Dating
- Employer
- Family
- Friendship
- Game
- Goals
- Going steady
- Grooming
- Guest
- Home
- Host
- Image
- Life
- Love
- Loyalty
- Needs
- Neighbor
- Opportunity
- Peers
- Pride
- Privilege
- Puberty
- Resources
- Responsibility
- Roles
- Security
- Self-confidence
- Sex
- Skills
- Smile
- Student
- Teamwork
- Teenager
- Values

600 - 51a

II. Relationship of self to others
- A. Types of socialization
  - 2. Importance of friendships

FRIENDSHIP QUESTIONNAIRE

(Do not sign your name)

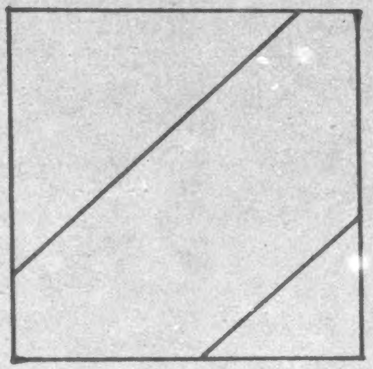
1. Check the traits you consider very important in a friend: (No more than five)
   - adaptability
   - kindness
   - consideration
   - sympathy
   - enthusiasm
   - gratefulness
   - cheerfulness
   - sincerity
   - dependability
   - tolerance
   - being a good sport
   - loyalty
   - courtesy
   - tact
   - truthfulness
2. Check the five traits you think are most likely to repel possible friends:
   - argumentativeness
   - bossiness
   - criticism
   - selfishness
   - insincerity
   - undependability
   - prejudice
   - revengefulness
   - gossip
   - inquisitiveness
   - swearing
   - moodiness
   - boastfulness
   - sarcasm
   - self-centeredness
   - stubbornness
   - laziness
   - vulgarity
3. Do you believe that friendly people come from friendly families?
4. Do you think that expanding your interests helps to make friends?
5. Do you think you are a friendly person? Would you like to be more friendly?
6. Pick the four activities you think would be most helpful in meeting people after you leave school:
   - bicycling club
   - bowling
   - choral groups
   - swimming
   - golfing
   - hiking club
   - roller skating
   - square dancing
   - fishing
   - tennis
   - nature club
   - skiing
   - dancing
   - table games
   - spectator sports
7. In which groups are your parents active?
   - bridge clubs
   - scouting
   - labor unions
   - welfare
   - church
   - service clubs
   - lodge
   - others (name)
   - political organizations
   - fraternal organizations
   - PTA

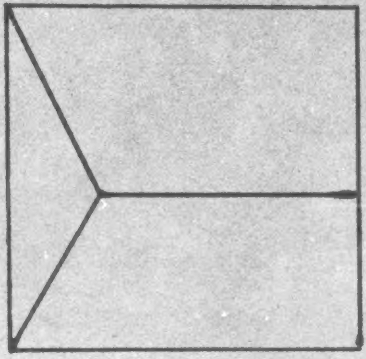
600 - 52a

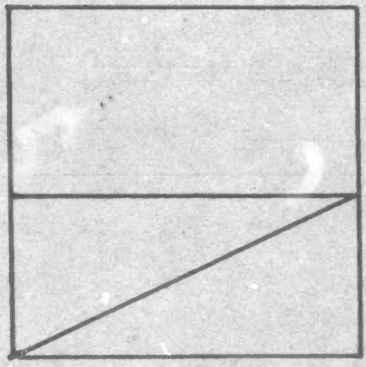
II. Relationship of self to others
    A. Types of socialization
        2. Importance of friendship

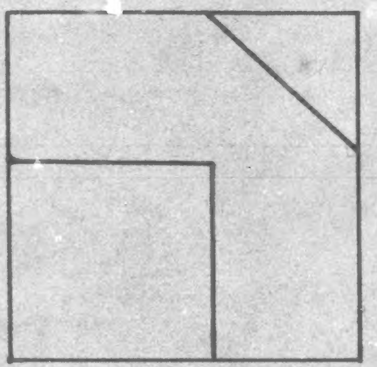
COOPERATION GAME

In one envelope, place several squares cut from construction paper - each forming a different puzzle. Each person in a group (four or five people per group) attempts to put the puzzle together with the cooperation of the others in the group. No talking is allowed, just COOPERATION. First group to put all of their puzzles together, wins.









II. Relationship of self to others
    A. Types of socialization
        2. Importance of friendships

WHAT KIND OF A FRIEND AM I?

LOYALTY -- means that you are true to your friends. You do not gossip or say unkind things about them, nor do you listen to what others say.

UNDERSTANDING -- means that you try to accept others no matter what their moods are. You are sorry when they are sad and you are happy when something good happens to them. It can also mean that you help others whenever possible.

RESPECT -- means that you are thoughtful of others.

FRIENDSHIP -- is the feeling that develops between people who enjoy sharing many things.

F--fun
R--respect
I--interests
E--experience
N--news
D--deeds

600 - 54a

In the blanks, fill in the number that best describes your actions:

1--always, 2--most of the time, 3--sometimes, 4--never

1. I am loyal to my friends. ______
2. I try to be understanding. ______
3. I have respect for my friends. ______
4. I have the same interests as my friends. ______
5. I do what my friends want, if it doesn't hurt us. ______
6. I try to be in a good mood. ______
7. I am polite to my friends. ______
8. I am dependable. ______
9. I am thoughtful of my friends, grades, clothes, birthdays, and health. ______

MY TOTAL SCORE: ______

II. Relationship of self to others
    A. Types of socialization
        2. Importance of friendships

"TO HAVE A FRIEND, YOU MUST FIRST BE ONE"

1. Accept yourself as you are. Make yourself as attractive as you can. Forget yourself and meet people with "This is going to be fun."

2. Make people feel welcome in your home. Greet friends at the door with a genuine feeling that you are glad they came.

3. Listen to what other people have to say. Relax, listen, and let your interest show in the expression on your face.

4. Have something to say, too. Know what's going on in the world and be able to talk about it. More interests you have - more interesting you'll be.

5. Be fun to be with. Friendship is based on give and take. Be ready to join in the fun.

6. Be kind. Talk is a boomerang; it turns back on the one who sent it flying. Even if people are not kind to you, be kind to yourself by not holding a grudge.

7. Stand for something. Be somebody in your own right. Friendship lasts only when there is mutual respect.

8. Hold a little in reserve. Don't say everything you think. Don't do everything you feel like doing. Don't tell everything you know. Don't tell your plans before they are realities. This helps to develop security and with security comes poise.

9. Be willing to go out of your way for friends. It's true that it takes time to be a friend; that's one reason lazy people don't keep friends.

10. Look for common interests. We meet our friends through common interests. We meet the world through our friends.

600 - 55a

II. Relationship of self to others
B. Significance of social health

SURVEY OF SOCIAL HEALTH PROBLEMS

Circle T or F beside each statement.

T F 1. Alcohol is a drug.

T F 2. Everybody's body reacts the same way to the same amount of alcohol.

T F 3. Alcoholic beverages can be fattening.

T F 4. A person can die of alcoholic poisoning.

T F 5. A person's emotions affect his drinking behavior.

T F 6. Heavy drinking can cause liver and brain damage.

T F 7. Mixing two or more drugs is not harmful.

T F 8. Mixing alcohol with sleeping pills can cause death.

T F 9. Sniffing glue or other fumes (gasoline, cleaning fluid, paint, etc.) could never be a cause of death.

T F 10. Sniffing fumes can become addictive.

T F 11. If a person is having a convulsion (a "fit"), do not try to hold him down as he jerks.

600 - 56a

T F 12. There is no danger of a person biting his tongue while having a convulsion.

T F 13. The life expectancy of a heavy smoker is shorter than that of non-smokers.

T F 14. The flavor of food is not affected by cigarette smoking.

T F 15. Ailments from ulcers to pneumonia are made worse by cigarette smoking.

Answer yes or no to the following questions:

16. Yes No Do your parents smoke?
Yes No Do you think you will ever smoke?
Yes No Will you care if your husband/wife smokes?
Yes No Will you care if your children smoke?

17. - 22. How much of a drug is too much? Check the following things this depends upon:

A. ______ Age

B. ______ Size

C. ______ Weight

D. ______ Health

E. ______ Strength of drug

F. ______ Body chemistry

23. - 29. Check the forms drugs come in:

A. ______ Pills

B. ______ Powders

C. ______ Pastes

D. ______ Plants

E. ______ Fumes

F. ______ Fluids

G. ______ Capsules

30. - 47. Which of the following changes in the body are felt by an individual using drugs:

Feelings of:

A. ______ Pleasure

B. ______ Pain

C. ______ Hunger

D. ______ Sex

E. ______ Anger

F. ______ Fear

G. ______ Worry

H. ______ Sadness

I. ______ Slow actions
I. ______ A
J. ______ Fast actions

Senses

A. ______ Seeing things

B. ______ Hearing things

C. ______ Talkative

D. ______ Careless and silly

E. ______ Tired and dreamy

F. ______ Excited

G. ______ Smelling things

H. ______ Taste things

600 - 57a

Write the correct letter in the blank at the left of the statement.

Column I

______ 48. Emotional and physical dependence on a drug.
______ 49. Painful symptoms an addict feels when he stops taking a drug.
______ 50. Slows down the control centers in the brain.
______ 51. The users body needs the drug to prevent serious sickness.
______ 52. Makes the user feel alert and full or energy.
______ 53. User feels he needs the drug to keep him in a good mood.
______ 54. Drugs which cause a person to see and hear things which are not there.
______ 55. Having an illegal drug.
______ 56. A major crime.
______ 57. A less serious crime.

Column II

A. Addiction
B. Depressant
C. Felony
D. Hallucinogens
E. Misdemeanor
F. Physical dependence
G. Possession
H. Psychological dependence
I. Stimulant
J. Treatment
K. Withdrawal

Drugs are used for three main reasons. Name them.

58.

59.

60.

61. List as many drugs as you can.

62. List as many sources of drugs as you can.

63. Why do people start smoking? List some reasons.

Briefly answer the following questions:

64. Why do people use and experiment with drugs?

65. What problems could having a police record cause a person?

600 - 58a

ANSWER KEY

1.	T	16.	Opinion questions
2.	F	17. - 22.	All of these
3.	T	23. - 29.	All of these
4.	T	30. - 47.	All of these at some time - depending upon the drug
5.	T	48.	A
6.	T	49.	K
7.	F	50.	B
8.	T	51.	F
9.	F	52.	I
10.	T	53.	H
11.	F	54.	D
12.	F	55.	G
13.	T	56.	C
14.	F	57.	E
15.	T	58. - 65.	Used for discussion. Many answers are acceptable.

II. Relationship of self to others
B. Significance of social health

UNIT TEST ON RELATIONSHIPS

Name ______________________________

Circle the correct response T or F.

T F 1. Personality changes, develops, and grows as an individual changes, develops and grows.

T F 2. Pets, people, clothes, ideas, and actions affect personality.

T F 3. Individuals can live successfully without the basic physical needs of life.

T F 4. Air, water, and food are three of the basic social-psychological needs of every individual.

T F 5. The amount or degree of love, attention, security, and approval an individual gets is unnecessary for his personality development.

T F 6. An individual's personality is affected by each new experience in which he participates.

T F 7. Self-image is the way an individual sees himself.

T F 8. Self-discipline means punishment.

T F 9. An individual is born with his self-concept.

T F 10. The image one has of himself affects his interactions with others.

T F 11. Values are things of importance to individuals.

600 - 59a

T F 12. Standards are short and long term aims an individual wants to achieve within a certain time.

T F 13. Values, goals, and standards influence a person's decisions throughout his life.

T F 14. The purpose of hobbies is more to occupy a person's time in an idle manner than to develop anything constructive.

T F 15. Participating in a game is a good way to release tension.

T F 16. Good manners are just as important when you are at home or among friends as in public.

T F 17. Because we are born with certain mental attitudes, it is very difficult to make changes in our personality.

T F 18. A cooperative attitude means doing everything somebody tells you to do.

T F 19. Mannerisms are habits which annoy other people.

T F 20. Family members who are uncooperative and unable to get along at home usually are unable to get along with others.

MATCHING: Write the letter of the response from Column II that best describes the phrase in Column I.

Column I

_____ 21. What you are born with, what you are born into and what you do with both.

_____ 22. Surroundings, that which influences development.

_____ 23. Characteristics passed down from generation to generation.

_____ 24. A lifelong process of growing physically, emotionally, intellectually, socially and spiritually.

_____ 25. Changing sexually from girl to woman, boy to man.

_____ 26. Period of growth during teen years.

Column II

A. Adolescence

B. Environment

C. Heredity

D. Maturation

E. Personality

F. Puberty

* * *

_____ 27. Courteous relationships with others.

_____ 28. Growing, changing, and developing bodily characteristics.

_____ 29. Beliefs, morals, values, ideals.

_____ 30. Expressions of love, affection, fear, sincerity.

_____ 31. Using the thinking process.

_____ 32. Speaks in a pleasant voice.

_____ 33. Has an open mind and listens to both sides of an argument.

_____ 34. Chronological age in years.

_____ 35. Is trustworthy and honest.

_____ 36. Avoids jealousy and envy.

A. Emotional

B. Intellectual

C. Physical

D. Social

E. Spiritual

600 - 60a

Complete the following blanks:

37. The female organ that holds and nourishes the baby before birth is the __________.

38. The union of male and female reproductive calls is called __________________.

39. The normal natural flow of blood and tissue fragments that occurs about once every month is called _____________________.

40. The producing or discharging of the egg from the ovary is called ____________.

UNIT TEST ON RELATIONSHIPS, continued

41. A canal in the female that connects the outside of the body to the uterus is the ________________.

42. The natural stopping of the menstruation process is called ____________________.

MULTIPLE CHOICE: Circle the correct answer.

43. A mature person is one who

- a. is chronologically older than his emotional and mental age.
- b. can control his emotions and behavior in all situations.
- c. is grown up physically.

44. Which of the following is NOT a characteristic you inherit?

- a. Your physical features.
- b. Your bone structure.
- c. Your ideas about religion.

45. The most important reason for having friends is

- a. to learn how to get along with people.
- b. so that everyone will think you are popular.
- c. to always be happy.

46. A good way to overcome shyness is to

- a. have a variety of interests.
- b. speak in a loud voice.
- c. associate with a "wild crowd".

47. When introducing a man and woman, always mention the woman's name first unless the man is

- a. older and married.
- b. a high official of government.
- c. your close friend.

48. Which of the following is NOT true?

- a. A woman never rises when being introduced to a man.
- b. A woman does not have to offer her hand for a handshake when being introduced.
- c. Adolescents never stand when being introduced.

49. Which of the following is INCORRECT?

- a. The younger woman is presented to the older one.
- b. The unmarried woman is introduced to the married woman.
- c. The woman's name (being introduced) is mentioned last in a group.

600 - 61a

UNIT TEST ON RELATIONSHIPS, continued

Circle T or F beside each statement.

T F 50. Bossiness, self-centeredness and argumentativeness are traits which may tend to repel possible friends.

T F 51. Friends may include family members.

T F 52. Values, behaviors and activities are generally unaffected by your friends.

T F 53. Social health is the interaction with other people in society in acceptable ways.

T F 54. A person's emotions affect his drinking behavior.

T F 55. Mixing two or more drugs could not result in death.

T F 56. Drugs which cause a person to see and hear things which are not really there are called hallucinogens.

T F 57. A person's physical being is unaffected by smoking.

T F 58. Caffeine which is found in coffee is not a drug.

T F 59. Sniffing fumes can become addictive.

MATCHING: Write the letter of the response from Column II that best describes the phrase in Column I.

Column I	Column II
_____ 60. Slows down the control centers in the brain.	A. Depressant
_____ 61. The user's body needs the drug to prevent serious sickness.	B. Felony
	C. Misdemeanor
_____ 62. Makes the user feel alert and full of energy.	D. Physical dependence
_____ 63. User feels he needs the drug to keep him in a good mood.	E. Psychological dependence
_____ 64. A major, very serious crime.	F. Stimulant

Complete the following blanks:

65. Name one way tensions or emotions such as fear, anger can be released:

66. A ____________ is a person you respect and have affection for.

67. We spend more time in ________________ than in any other communication activity.

600 - 62a

UNIT TEST ON RELATIONSHIPS - ANSWER KEY

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. F
9. F
10. T
11. T
12. T
13. T
14. F
15. T
16. T
17. F
18. F
19. T
20. T

21. E
22. B
23. C
24. D
25. F
26. A

27. D
28. C
29. E
30. A
31. B
32. D
33. B
34. C
35. E
36. A
37. uterus
38. conception
39. menstruation
40. ovulation
41. vagina
42. menopause

43. b
44. c
45. a
46. a
47. b
48. c
49. c

50. T
51. T
52. F
53. T
54. T
55. F
56. T
57. F
58. F
59. T

60. A
61. D
62. F
63. E
64. B

65. Games, physical exercise, etc.
66. A friend
67. Listening

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600 - 64a

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600 - 65a

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EXPLORING YOUR WORLD: FOODS AND FAMILY 600	7 1 sem
Open to boys and girls	

EXPLORING YOUR WORLD: FOODS

Exploring Your World of Foods is designed to appeal to an early adolescent's desire to improve his or her looks and to learn the importance of eating the right foods. The student is becoming interested in domestic tasks and has an interest in the preparation of foods.

The basic 4 food groups are the basis of nutrition study. Meal planning and use of recipes, manners, and table setting are integrated into each food unit. It is important to lay the groundwork of food preparation principles and to have students learn why certain practices are appropriate and how satisfying results may be accomplished.

When introducing the study of foods, the present interests and responsibilities of the student in their home and social contacts are realistically considered.

Conceptual Structure

EXPLORING YOUR WORLD: FOODS

I. Introduction to personal nutrition
  A. Effect of food elements in relation to appearance and health
  B. Significance of basic 4 food groups

II. Introduction to basic food preparation, equipment and practices
  A. Introduction to recipe study
  B. Introduction to food terminology
  C. Importance of kitchen safety and sanitation practices
  D. Introduction to measurement techniques, abbreviations and equivalents
  E. Identification of appropriate equipment and utensils in each kitchen work center

III. Introduction to meal planning, preparation, and service
  A. Introduction to factors affecting meal planning
    1. Relationship of menus to the individual needs
    2. Importance of food and money availability to menu planning and individual needs
    3. Importance of duty and time schedule
  B. Introduction to factors affecting meal service
    1. Introduction to table setting procedures
    2. Use of appropriate table etiquette
    3. Principles of simple entertaining techniques

IV. Introduction to simple food preparation
  A. Principles of carbohydrate cookery
    1. Principles of raw vegetable preparation
    2. Principles of fruit preparation
    3. Principles of quick bread preparation
    4. Principles of cereal cookery and preparation of a simple breakfast
    5. Principles of sugar cookery
      a. Principles of cookie preparation
      b. Principles of packaged cake preparation
      c. Principles of candy preparation
  B. Principles of protein cookery
    1. Principles of preparing foods from milk products
    2. Principles of egg cookery

        3. Principles of simple meat cookery
    C. Techniques of freezing food products

V. Introduction to food careers
    A. Significance of availability of positions
    B. Description of positions available

Major Concept I Introduction to personal nutrition
Major Objective I Determines the role of personal nutrition.

Concept A Effect of food nutrients in relation to appearance and health
Objective A Acquaints self with the effect of food nutrients in relation to appearance and health.

Performance Objectives
The student will
1. identify the major food nutrients in relation to appearance and health.
2. explain the impact of food nutrients in relation to appearance and health.

Generalization: An awareness of the food nutrients found in food eaten each day may result in having a more attractive appearance and better health.

Content	Learning Experiences	Evaluative Experiences
Food nutrients are made up of important food elements that promote growth and development, provide energy, and regulate body functions.	Explain the meaning of the following words and phrases as used in discussion of nutrition as related to health and good looks:	Take pre-test on nutrition to determine knowledge gained prior to study of unit. (Appendix)
	Nutrition Vita Malnutrition Well balanced Nutrients Basic 4 groups Diet Protein Menu Carbohydrate Enriched Fat Fortified Vitamin Calorie Mineral Water	Survey milk product cartons, cereal, bread, and grain packages to find words, "enriched" and "fortified".
	View visual to identify relationship of nutrition to health. (Bibliography)	Summarize important points in visual and answer questions on guide sheet.

Content	Learning Experiences	Evaluative Experiences
	Complete study packet on nutrients and their functions. (Appendix)	
	Make a chart for major nutrients, listing name of nutrient, an important use for the body and two foods representing that nutrient: (Appendix) Protein — Vitamin D Carbohydrate — Calcium-phosphorus Fat — Iron Vitamin A — Iodine Vitamin B — Water Vitamin C	Complete "Your Appearance and Health Score" sheet, using Nutrition Guide Sheet. (Appendix) Discuss chart and summarize. Use Nutrition Fact Sheet. (Appendix) Do Goldilocks story as a review for nutrition test. (Appendix) Play "Pop 'N Swap Nutrition Game." (Bibliography)
One's age and activities determine the number of calories needed each day.	Compile a chart of all foods eaten for given number of days - one day must be a weekend day. Include breakfast, lunch, dinner, liquids and snacks using Food Survey Experience Sheet. (Appendix)	
	Take weight, measure height, and decide number of calories one should have each day for size and activities using Activity Chart. (Appendix)	Count calories for each day. Each student judge if calorie intake is above or below individual needs. In what way could meals be improved?
	List four favorite foods.	Determine the nutrients an individual is receiving from food likes.

Content	Learning Experiences	Evaluative Experiences
	List food dislikes.	Determine the nutrients an individual is missing from food dislikes.
		Take nutrition test. (Appendix)
	Taste given foods and determine which nutrients they are highest in.	Complete visual taster test to identify foods high in important nutrients. (Appendix)

Concept B Significance of the basic 4 food groups
Objective B Comprehends the significance of basic 4 food groups.

Performance Objectives
The student will
1. identify the significance of basic 4 food groups.
2. explain the significance of basic 4 food groups.

Generalization: Physical appearance and mental well being are directly related to what one eats.

Content	Learning Experiences	Evaluative Experiences
The basic 4 is composed of four major groups - milk, bread and cereal, vegetables and fruits, and meat.	Prepare a chart of basic 4 naming group, list foods in each group and number of servings one needs daily, size of servings and nutrients.provided by each group.	Discuss charts.

Content	Learning Experiences	Evaluative Experiences
Recommended number of servings include: bread and cereal group, 4 or more servings; fruit and vegetable group, 4 or more servings; milk group, 3 or 4 servings; meat group, 2 or more servings.	Using magazines, find pictures of foods representing basic 4 food groups.	Bring pictures to use as a basis for further class discussion.
	In small groups, plan a day's menu using the pictures and Basic 4 Food Guide.	Each group present menus to rest of class for them to discuss and determine quality of menus.
Practicing the use of basic 4 daily is related to good health and good looks.	Use Basic 4 Evaluation and chart previously compiled to determine the use of basic 4 in menus. (Appendix)	Make basic 4 collages using pictures of food groups. (Appendix)
	Discuss rules to follow in foods laboratory. (Appendix)	Follow rules in laboratory.
	As a class, plan a nutritious snack and prepare in laboratory. Plan a food from each basic 4 food group, i.e., fruit drink, raw vegetables - refer to IV-A-1 - lo-cal dip, peanut butter and jelly on crackers, oatmeal cookies with raisins or frozen cookie dough, glorified grahams, cheese and crackers - broiled - orange zip. (Appendix)	Each group present the foods buffet style. Taste and examine foods for quality, color, and good use of basic 4 food group.
	As a class, drill on basic 4 food groups.	Play basic 4 bingo game. (Appendix)

Content	Learning Experiences	Evaluative Experiences
	As a class, plan and prepare a bulletin board on "Many Faces of Nutrition" using basic 4.	Analyze bulletin boards as teaching to other students in the school.
	Plan a bulletin board on "Eat for Beauty." Include pictures of healthy teenagers and foods from each basic 4 food group.	Do nutrition crossword puzzles. (Appendix) Take objective test. (Appendix)

Major Concept II Introduction to basic food preparation, equipment and practices
Major Objective II Applies the principles of basic food preparation, equipment and practices.

Concept A Introduction to recipe study
Objectives A Applies the principles included in the recipes selected.
Deliberately examines a variety of recipes.

Performance Objectives
The student will
1. identify different types of recipes.
2. give examples of ways recipes are chosen.
3. prepare a set of guidelines to use in following a recipe.

Generalization: Following a tested recipe using appropriate proportions and methods of preparing food will result in a standard product.

Content	Learning Experiences	Evaluative Experiences
The recipe is a set of instructions for preparing foods.	Define: What is a recipe?	Discuss and classify recipes.

Content	Learning Experiences	Evaluative Experiences
Recipes are found in a variety of sources.	Chalk talk on the sources of recipes, i.e., cook books and recipes handed down from generation to generation, t.v., radio, newspapers and magazines, borrowed from friends or created by a good cook.	As a group, discuss the history of the recipe.
Recipes tested in a test kitchen are the most reliable.	Read study package: Basic Components of a Good Recipe. (Appendix)	Examine all types of recipe books in the laboratory. Identify the basic components of a good recipe.
A good recipe enables one to prepare a dish that has good taste, good flavor, and attractiveness by using proper proportion and methods.	As a group, choose a recipe and dissect it for: 1. amounts 2. ingredients 3. equipment and directions for cooking 4. time and temperature 5. ways to serve and 6. number of servings.	Give a recipe and let class identify parts of recipe.
Accurate measurement of listed ingredients, understanding cooking terms and following directions enables one to use a recipe correctly.	Prepare given recipe from objective test as a home experience.	Take objective test. (Appendix)

Concept B Introduction to food terminology
Objectives B Comprehends the significance of food terminology.
Acquaints self with significance of food terminology.

Performance Objectives
The student will
1. give an acceptable definition of food terms.
2. give examples of ways in which food terminology may be used in food preparation.

Generalization: Learning the meaning of food terms will result in an understanding of recipes and their directions.

Content	Learning Experiences	Evaluative Experiences
Learning the meaning of food terms is necessary in being able to understand the recipe.	Present language of cooking terms to identify in each unit of food preparation. (Appendix)	Identify terms at beginning of each unit from the handout lists. (Appendix)
Directions for preparing foods are made up of food terminology.	Use crossword puzzle, word search, word jumble, on food and cooking terms during each unit as presented. (Appendix)	Drill on food terms throughout laboratory experiences.

Concept C Importance of kitchen safety and sanitation practices
Objectives C Applies the principles of kitchen safety and sanitary practices.
Acquaints self with rules for safety and sanitation in the kitchen.

Performance Objectives
The student will
1. identify safety and sanitation rules in laboratory.
2. give examples of ways to improve safety and sanitation in the home.
3. prepare a set of guidelines to follow for safety and sanitation in the kitchen.

Generalization: Following safety and sanitation rules and practices will result in fewer accidents and a safer kitchen.

Content	Learning Experiences	Evaluative Experiences
The National Safety Council statistics show that more accidents take place in the kitchen than any other place in the home.	View visual to see the different safety rules in action. (Bibliography)	List points presented in visual.
	Read handout - Safety in Foods Laboratory or Home Safe Baseball Game. (Appendix)	Discuss handout.
Most accidents are traced to someone's carelessness, hurrying too fast, or ignorance of consequences when directions for use of equipment are not followed.	Compile a check test of safety features in the kitchen, i.e., check for placement of poisons, knives sharpened, first aid kit, fire blanket and fire extinguisher or baking soda close to range.	Inspect kitchen at home with help of adult.
	Each student plan a project for safety in kitchen at home; i.e., use jar for baking soda and paint top of jar red. Write word, "fire", on side.	Summarize home project results.
Following safety and sanitation rules in kitchen enables one to prepare foods efficiently and well without injury or illness.	Discuss 1. Ways student carelessness might hurt another student. 2. Accidents that happened in kitchen and how they might have been prevented. 3. What should be done in case of fire in laboratory. 4. Appliance danger signals.	Prepare a first aid kit. Identify safe use of equipment, utensils and appliances. (Appendix)
	Demonstrate use of fire blanket and fire extinguishers.	Discuss demonstration.

Content	Learning Experiences	Evaluative Experiences
	Discuss: cleanliness in the kitchen is important to safety.	Summarize main points.
	List areas where food is often left on utensils, i.e., egg beaters, can openers, cutting board, and tines of fork.	Survey kitchen utensils, ranges, refrigerators for cleanliness.
	List equipment needed to keep kitchen appliances and utensils clean.	Summarize and use sanitary habits in preparing foods.
		Use kitchen inspection sheet to check after each lab. (Appendix)
	List ways to develop personal sanitary habits.	Each student determine importance of using sanitary habits.
		Take objective test on safety and sanitation in the kitchen. (Appendix)

Concept D Introduction to measurement techniques, abbreviations, and equivalents

Objectives D Comprehends the significance of measurement techniques, abbreviations, and equivalents.
Acquaints self with significance of measurement techniques, abbreviations, and equivalents.

Performance Objectives
The student will
1. identify different types of measuring utensils, abbreviations and equivalents.
2. summarize importance of learning measurements, abbreviations and equivalents.

Generalization: Accuracy in measuring ingredients, understanding abbreviations and equivalents, for a recipe will result in a successful, tasty, attractive product.

Content	Learning Experiences	Evaluative Experiences
Measuring ingredients correctly and carefully is necessary to have a uniform product each time a product is prepared.	Present guide sheet or independent study materials on correct ways to measure ingredients and common abbreviations. (Appendix)	Use the sheets to learn methods of measuring ingredients and memorize equivalents and abbreviations or take as pretest. (Appendix)
Measurements are made with standard measuring cups and spoons.	Examine standard measuring utensils. Demonstrate techniques to obtain accurate measurements. Present guide sheet - Can You Measure Up? (Appendix)	Relate use of utensils to accurate measurements.
Accuracy in measuring of a recipe is necessary for success in food preparation.	Divide into groups and practice measuring dry ingredients and liquids.	Take measurement, abbreviations, and equivalency quiz. (Appendix)

Concept E — Identification of appropriate equipment and utensils in each kitchen work center

Objectives E — Determines the implications of appropriate equipment and utensils for a work center.
Acquaints self with appropriate equipment and utensils in a work center used in preparing foods.
Selects appropriate equipment and utensils in a work center used in preparing foods.

Performance Objectives

The student will
1. identify different types of equipment and utensils in a work center.
2. give examples of ways in which equipment and utensils in a work center may be cared for and used.

Generalization: The correct use and care of equipment and utensils will result in ease of food preparation.

Content	Learning Experiences	Evaluative Experiences
A variety of equipment and utensils are used in simple food preparation.	Present antique pieces and compare to latest equipment.	Identify antique pieces and determine their use.
The correct use and care of equipment helps beginning cooks to have quality products.	Read references to become familiar with equipment and utensils and their uses in a work center, i.e., 1. cutting-chopping center 2. vegetable preparation and sink center 3. mixing center 4. working and baking center 5. refrigerator center 6. serving center 7. eating center 8. clean up center	
	Divide kitchen equipment and utensils into "Tools of the Trade" work centers. (Appendix)	Play a game by identifying equipment and utensils and their uses in the kitchen work centers.
Preparing quality products depends upon correct use and care of the range.	Set up stations in each kitchen and follow directions in using top of range and oven. 1. set racks in oven 2. set oven temperature and timer 3. take burners apart 4. use time bake 5. set oven for cleaning	Each student determine importance of correct use of range.

Content	Learning Experiences	Evaluative Experiences
The correct use and care of small appliances helps in preparing quality products.	Present instruction books.	
	Demonstrate use and care of electrical appliances: 1. blender - prepare orange slush or lime drink 2. waffle iron - prepare waffles 3. electric skillet - prepare toasted cheese sandwich 4. toaster 5. knife sharpener 6. can opener 7. hand mixer 8. mixmaster	Each student taste foods and determine important points of demonstration.

Major Concept III	Introduction to meal planning, preparation and service
Major Objective III	Applies the principles of meal planning, preparation and service.
Concept A	Introduction to factors affecting meal planning
Objective A	Applies the principles of factors affecting meal planning.
Concept 1	Relationship of menus to the individual needs
Objectives 1	Identifies the relationship of menus to the individual needs. Desires to develop menus using points to be considered in meal planning.

Performance Objectives

The student will

1. identify points to be considered in meal planning.
2. give examples of ways to use points in meal planning.
3. prepare a set of guidelines to follow in planning meals.

Generalization: Well planned menus will result in each member of the family having the foods needed daily.

Content	Learning Experiences	Evaluative Experiences
Meals are planned for family members from the Basic 4 Food Guide. Many factors are involved in meal planning.	Read references and list points to be considered in meal planning, i.e., ages and needs of family members, kinds of work and activities of family, likes and dislikes of family members, aesthetic criteria, and customs and traditions of the family. (Bibliography)	Discuss and use points when planning meals for class and personal use. Given a menu, identify areas for improvement to include variety.
The menu planned for a family provides food needs for growth and energy.	Discuss reasons for careful menu planning.	Prepare a set of guidelines to use when planning meals in food units.

Concept 2 Importance of food and money availability to menu planning and individual needs
Objective 2 Determines the importance of food and money availability to menu planning and individual needs.

Performance Objectives
The student will
1. identify different types of grocery stores.
2. give examples of different kinds of foods to be purchased.
3. prepare a set of guidelines to follow when shopping.

Generalization: Well planned use of foods available will result in attractive, nutritious, inexpensive meals.

Content	Learning Experiences	Evaluative Experiences
The type of community in which one lives dictates the foods available for the family's menus.	Examine in small groups different types of grocery stores and supermarkets in own area, i.e., 1. attractiveness of store 2. width of aisles 3. convenience foods offered 4. freezing compartment 5. delicatessen 6. bakery 7. advertisements 8. meat market 9. cleanliness 10. fresh fruits 11. list all types of food available	Relate findings to rest of class.
The amount of money available influences the menus planned.	As a group, list ways in which available food money may be used, i.e., 1. make a market order for a week 2. check newspaper ads for the best prices 3. buy foods in season 4. use the Basic 4 Food Guide to plan menus	Summarize important points.
The amount of money to be spent for food depends upon several factors.	Read references and brainstorm on how to determine the amount of money to be spent on foods: 1. income of family 2. size of family and ages as well as likes and dislikes 3. community in which family lives	Use ads from newspapers and plan a day's menu and market order for a family of four.

Content	Learning Experiences	Evaluative Experiences
	4. the activities of family and the amount of entertaining to be done 5. the amount of time the homemaker has for shopping and cooking 6. the experience of the cook in preparing meals 7. forms of food available	
	As a class, visit a supermarket and discuss with: 1. meat manager 2. fresh produce manager Ask questions, i.e., a. where foods come from b. amount of waste c. how food is cared for	Summarize points learned in visit to supermarket. Make a set of guidelines to follow to be a good shopper. (Appendix)

Concept 3 Importance of duty and time schedule

Objectives 3 Applies the principles of duty and time schedules and work simplification practices.
Acquaints self with duty and time schedules and work simplification practices.

Performance Objectives
The student will
1. identify duty and time schedules and work simplification practices.
2. give examples of ways to use duty and time schedules and work simplification practices.
3. prepare set of guidelines to follow.

Generalization: Efficient organization and planning will result in attractive meals.

Content	Learning Experiences	Evaluative Experiences
The duty and time schedule involves certain steps to take in preparing products and meals.	Read references and list simple steps to be taken in meal preparation, i.e., 1. review menu and get out recipes 2. make a list of supplies and equipment needed 3. make a market order 4. make a work time schedule 5. make a list of assignment tasks	Summarize steps to be taken when food is prepared in the laboratory.
Work simplification practices involve simple operations performed in correct sequence at the right time.	6. prepare self for cooking 7. assemble ingredients and equipment 8. prepare dish carrying out work tasks 9. serve food, using planned table appointments 10. clear away dishes, wash, put away 11. evaluate meal	Identify which steps are needed for each type of food prepared.
The duty and time schedule serves as a helpful guide and reminder during actual preparation.	Use laboratory preparation sheet and laboratory responsibilities or duties to plan and prepare a simple product. (Appendix)	Rate self by using score card for laboratory participation. (Appendix)

Concept B Introduction to factors affecting meal service
Objective B Applies the principles of factors affecting meal service.

Concept 1 Introduction to table setting procedures
Objectives 1 Applies table setting procedures.
Acquaints self with appropriate table setting procedures.

Performance Objectives
The student will
1. identify appropriate table setting procedures.
2. give examples of ways table settings can be used.
3. prepare appropriate table setting, using types of meal service.

Generalization: Appropriate table setting procedures can be adapted to all meals and all budgets.

Content	Learning Experiences	Evaluative Experiences
Rules for setting the table are based on convenience.	Define terms: cover, underliner, place setting.	Identify terms.
The space used by one person at the table is called a "cover."	As a class, brainstorm reasons for having rules for table setting.	Discuss and classify points.
There are certain basic requirements in setting a table. 1. Everything on the table should be spotlessly clean. 2. An attractive table is orderly and harmonious.	Discuss handout on place setting. (Appendix)	
The basic rules for table setting depend upon the menu, the table appointments available, and the comfort of the family.	Examine table covers, plates, glasses, flatwear, napkins, cups, and saucers.	As a group, use the examples to learn correct way of setting table. Each group set one place setting correctly.

Content	Learning Experiences	Evaluative Experiences
		Survey tables and rate them for correctness, attractiveness, and convenience. Set up tables for open house to be observed by parents.

Concept 2 Use of appropriate table etiquette

Objectives 2 Applies appropriate table etiquette.
Acquaints self with appropriate table etiquette.

Performance Objectives
The student will
1. identify rules for appropriate table etiquette.
2. explain the use of appropriate table etiquette.
3. use appropriate table etiquette.

Generalization: Following the general rules for table etiquette will allow one to become thoughtful and considerate of others.

Content	Learning Experiences	Evaluative Experiences
Guidelines or rules for behavior are called etiquette.	Define: etiquette.	Discuss appropriate etiquette.

Content	Learning Experiences	Evaluative Experiences
Good table manners are a part of etiquette and are based on thoughtfulness and consideration for others.	Examine sheet called, "Polish Up Your Manners" (Appendix) Divide into groups and prepare skits using the points, such as: 1. as you sit down 2. when may I eat? 3. embarrassing moments 4. topics not polite to discuss at the table 5. little things that count	Discuss and practice skits.
One practices good manners at all times to be able to use them and feel comfortable when away from home.	Same groups will present the skit doing everything wrong followed by a group doing everything correctly.	As a group, judge the skits for correctness, way presented, how well the group taught the points to the class.
There are general rules that govern acceptable conduct that may be utilized at the table.	List general rules governing accepted conduct at the table: 1. be thoughtful and considerate of others. 2. handle your table equipment correctly. 3. eat quietly, without attracting attention and without being offensive to others.	Summarize rules. Find pictures of table setting and display on bulletin board.
	Listen to poem, "You Tell on Yourself" "You tell on yourself by the way you walk. By the things of which you delight to talk. By the manner in which you hear defeat. By so simple a thing as how you eat." Author unknown	Discuss poem.
		Write objective test on table setting and etiquette. (Appendix)

Concept 3 Principles of simple entertaining techniques
Objectives 3 Applies the principles of simple entertaining techniques.
Acquaints self with principles of simple entertaining techniques.

Performance Objectives
The student will
1. identify different principles of entertaining.
2. give examples of simple ways to entertain.
3. prepare a party.

Generalization: A well planned party will result in a long remembered occasion.

Content	Learning Experiences	Evaluative Experiences
Entertaining means to provide for guests and to exercise hospitality.	View visual on ways to entertain friends and family. (Bibliography)	Summarize the visual for important points.
A good hostess has mastered the techniques of giving a successful party without unreasonable expenditures of time, effort, and money.	Refer to references and find guidelines for planning a party, i.e., 1. entertain the easy way 2. make a time schedule of tasks 3. have good food but not too many kinds or too fancy 4. a simple, clever idea is better than hours of fussy elaborate preparation 5. have a definite plan for food and entertainment 6. party food should make a good contribution to today's nutritional requirements.	Discuss guidelines.

Content	Learning Experiences	Evaluative Experiences
	As a group, plan to entertain a group of children at a nursery school: 1. plan a nutritious snack 2. plan get-acquainted games 3. plan finger game 4. bring toys to play with 5. plan to draw, color 6. plan name tags 7. plan a favor to take home	Discuss and classify results of party. Each group write a summary of the children they entertained and the success of the party.
Planning enables a hostess to have a good time at her own party and the guests will long remember the party.	Plan a cookie and punch party for the holiday season or for Valentine's Day or invite mothers in for a Mother's Day tea.	Summarize success of party.

Major Concept IV Introduction to simple food preparation
Major Objective IV Applies principles of simple food preparation.

Concept A Principles of carbohydrate cookery
Objective A Applies the principles of carbohydrate cookery.

Concept 1 Principles of raw vegetable preparation
Objectives 1 Applies the principles of raw vegetable preparation.
Desires to practice principles of raw vegetable preparation.
Discovers principles of raw vegetable preparation.

Performance Objectives
The student will
1. identify the principles of raw vegetable preparation.
2. give examples of ways in which principles of raw vegetable preparation are used.
3. use correct procedures in raw vegetable preparation.

Generalization: Appropriate preparation of raw vegetables may result in colorful, healthful additions to meals.

Content	Learning Experiences	Evaluative Experiences
Vegetables are valuable foods for health because they contain vitamins and minerals.	Demonstrate use of cutting and chopping equipment on raw vegetables.	Determine nutritional importance and attractiveness of raw vegetables.
Learning appropriate ways to prepare raw vegetables is valuable for all cooks.	Identify appropriate equipment and utensils.	Determine ease of preparation of raw vegetables.
Selecting and preparing vegetables enables one to add health value and eye appeal to meals.	Prepare nutritious snacks including raw vegetables: 1. carrots, 2. celery, 3. radishes, 4 zucchini, 5. cucumbers, 6. tomatoes, 7. green peppers, 8. kohlrabi, 9. rutabaga, 10. cauliflower, 11. broccoli, 12. olives.	Summarize the attractiveness and food value of raw vegetables prepared.

Concept 2 Principles of fruit preparation
Objectives 2 Applies the principles of fruit preparation.
Acquaints self with principles of fruit preparation.
Discovers principles of fruit preparation.

Performance Objectives
The student will
1. identify ways of preparing fruits.
2. give examples of ways in which principles of fruit preparation may be used.
3. use correct procedures in fruit preparation.

Generalization: The many varieties of fruit, with their colorful appearance, pleasing flavor, and many uses will add interest and eye appeal to meals or snacks.

Content	Learning Experiences	Evaluative Experiences
Fruits are served as part of a meal or snacks. Fruit makes a better snack than candy, cake, or other sweets.	Read reference and/or as a group, work on fruit guide sheet: 1. Types of fruit - fresh, frozen, dried and canned 2. Ways of serving fruit 3. Buying and selecting fruit 4. Storing and washing fruit	As a group, make oral reports on findings. Complete Fruit Survey Sheet to identify fruit likes and dislikes. (Appendix)
	Watch demonstration on "Tricks and Treats With Fruits." (Appendix)	Determine attractiveness and nutritive value of fruits.
Fruits are stewed, baked, broiled, fried, sauteed, glazed, or served raw.	Students demonstrate use of cutting and chopping equipment by preparing: 1. fruit salad, 2. grapefruit, 3. peel and section oranges, 4. core and chop apples, 5. fruit kabobs.	
	View visual on fruit preparation and serving ideas. (Bibliography)	Summarize important points and choose ideas to be used in fruit preparation.
Appropriate selection and preparation of fruits provides color and interest to meals.	Watch demonstration on various kinds of fruit and ways of preparing them.	Identify processes used, taste, and compare results.
	Students determine fruit to be prepared at home and the recipe to be used, use home project guide sheet. (Appendix)	Summarize home project. Parents examine and comment on fruit prepared.

Concept 3 Principles of quick bread preparation
Objectives 3 Applies the principles of quick bread preparation.
Desires to develop principles of quick bread preparation.
Discovers principles of quick bread preparation.

Performance Objectives
The student will
1. identify different principles of quick bread preparation.
2. give examples of ways principles of quick bread preparation may be used.
3. use correct procedure for preparing quick breads.

Generalization: The principles of quick bread preparation will be utilized in the preparation of biscuits, muffins, pancakes, waffles, and coffee cakes.

Content	Learning Experiences	Evaluative Experiences
In most families, bread is the principal source of carbohydrates, which supply energy.	Discuss why one likes quick breads and what they do for the daily diet.	Summarize importance of eating and preparing quick breads.
The ingredients used in quick breads have specific uses.	Study guide sheets on "Common Baking Ingredients" used in quick breads, i.e., flour, sugar, seasoning, shortening, leavening, and liquid. (Appendix)	Identify functions of each ingredient by using the "Function of Ingredients" guide. (Appendix)
There are different types of batters and doughs used in quick breads.	Chalk talk and list types of batters to be used in quick breads, i.e., soft dough, drop batter, and pour batter.	Classify foods prepared from batters and doughs.
	View visual on biscuits to gain information on procedures to follow.	Identify important steps in preparing biscuits.

Content	Learning Experiences	Evaluative Experiences
	Watch demonstration of biscuit preparation.	
Use of basic recipes of biscuits, muffins, pancakes, waffles, coffee cakes, and popovers enables one to create many variations of quick breads.	Students choose a variation of biscuit recipe and prepare in food units.	Taste and compare biscuits with rating scale.
	View visual on muffins to gain information on procedures to follow.	Identify important steps in preparing muffins.
	Watch demonstration of muffin preparation.	
	Choose a variation of muffin recipes and prepare in food units.	Taste and examine qualities of muffins and compare with rating scale.
Quick breads vary according to the ingredients and proportions used.	Choose a variation of recipes for waffles, pancakes or coffee cakes, french toast and popovers. (Popover procedure in Appendix)	Prepare, taste, and compare qualities of product.
		Take objective test. (Appendix)

Concept 4 Principles of cereal cookery and preparation of a simple breakfast

Objectives 4 Applies principles of cereal cookery and preparation of a simple breakfast.
Acquaints self with principles of cereal cookery and preparation of a simple breakfast.

Performance Objectives
The student will
1. identify characteristics of a good breakfast.
2. give examples of ways to use cereal in preparing a simple breakfast.
3. use correct procedure in preparing a quick and nutritious breakfast.

Generalization: A simply prepared breakfast, using convenience foods, will result in a nutritious well balanced meal.

Content	Learning Experiences	Evaluative Experiences
Breakfast is usually the easiest meal to prepare and in many ways is the most important meal of the day.	Complete Student Breakfast Survey. (Appendix)	
	View visuals to determine guides to follow for breakfast foods.	Discuss and summarize important points of visuals.
	Read and discuss study package: "A Good Breakfast." (Appendix)	Complete "Plan a Breakfast" guide sheet. (Appendix)
Eating breakfast helps one to have more energy and do better work.	Review the basic 4 food groups.	
Convenience foods make the preparation of breakfast very easy and quick and enables one to have a well balanced meal.	Divide into groups and prepare a simple breakfast using convenience foods, i.e., Frozen juice Cereal Toast and jelly or cinnamon toast Hot chocolate	Summarize breakfast for: 1. taste 2. attractiveness 3. cost per person 4. time to prepare 5. ease of preparation.

Concept 5 Principles of sugar cookery
Objective 5 Applies the principles of sugar cookery.

Concept a Principles of cookie preparation
Objectives a Applies the principles of cookie preparation.
Deliberately examines variety of cookies.
Discovers fun of making a variety of cookies.

Performance Objectives
The student will
1. identify different types of cookies.
2. give examples of ways to prepare and store cookies.
3. prepare different types of cookies.

Generalization: The principles of sugar cookery will be utilized in the preparation of cookies.

Content	Learning Experiences	Evaluative Experiences
There are several types of cookies.	Brainstorm and check recipe books for different types of cookies: 1. refrigerator 2. drop 3. molded 4. pressed 5. bar 6. rolled 7. filled	Discuss findings.
Baking, cooling, and storing cookies is successful for the beginning cook when certain rules are followed.	Refer to references and find rules to follow in baking, cooling, and storing cookies.	Summarize information.
Preparing many types of cookies enables one to learn much about baking.	Choose and prepare a recipe of cookies for an all school bake sale or for Christmas Punch Party or for Mother's Tea.	Taste and examine qualities of cookies for attractiveness, taste, size and ease of handling.

Concept b Principles of packaged cake preparation
Objectives b Applies principles of packaged cake preparation.
Finds pleasure and satisfaction in preparing packaged cakes.
Discovers ways of using packaged cake mixes.

Performance Objectives
The student will
1. identify types of packaged cake mixes.

2. give examples of ways to bake packaged cake mixes.
3. prepare packaged cake mixes.

Generalization: The principles of sugar cookery will be utilized in the preparation of packaged cake mixes.

Content	Learning Experiences	Evaluative Experiences
There are several kinds of packaged cake mixes on the market.	Brainstorm and name types of packaged cake mixes.	
The principles for baking a cake are followed when preparing packaged cake mixes.	Refer to references and find principles for baking cakes: 1. How to grease or prepare pans 2. How to make cupcakes 3. Proper pan size 4. How to mix 5. How full to fill pans 6. How to bake 7. How to test for doneness 8. How to remove cakes from pans	Discuss principles for baking cakes.
Following the directions for packaged cake mixes enables one to gain confidence in baking.	Divide into groups, plan, prepare, and serve packaged cake and frosting mixes, i.e., square, round, oblong, cut-up, ice cream cone cakes and cupcakes.	Discuss and examine good qualities of cakes using rating scale.

Concept c Principles of candy preparation
Objectives c Applies principles of candy preparation.
Acquaints self with principles of simple candy preparation.
Discovers principles of simple candy preparation.

Performance Objectives
The student will
1. identify variations of candies to be made from frosting mixes.

2. give examples of other simple candies one can make.
3. use correct procedures in preparing candies.

Generalization: Preparation of simple candies may result in fun and satisfaction for a beginning cook.

Content	Learning Experiences	Evaluative Experiences
Some principles of candy making are followed in use of frosting mix.	Examine boxes of frosting mix and study directions for candy preparation.	Discuss variations of candies made from candy mixes.
	Watch demonstration or discuss procedure of candy preparation from frosting mix.	Summarize procedure of making candy from frosting mix.
Simple delicious candies are prepared by adding a variety of ingredients to melted chocolate.	Examine recipes and identify simple candies using melted chocolate and variations.	
Low cost and ease of candy preparation enables families to enjoy homemade candies.	Prepare and serve candies made from frosting mixes and/or melted chocolate.	Taste and examine candies for attractiveness, creaminess, color, and taste.
	Participate in candy exchange.	Have a candy exchange and box candies attractively for a gift.

Concept B Principles of protein cookery
Objective B Applies the principles of protein cookery.

Concept 1 Principles of preparing foods from milk products
Objective 1 Applies principles of preparing food products using milk.

Performance Objectives
The student will
1. identify types of cream sauce.
2. examine different ways of using cream sauce.
3. use correct procedure and principles of protein cookery in preparing a simple hot dish using a cream sauce.

Generalization: Preparing food products using milk will have an effect on the nutritional value of meals.

Content	Learning Experiences	Evaluative Experiences
Milk is used in cream soups, in creamed casseroles, in sauces, and puddings.	Read references for preparing a cream sauce, i.e., 1. Ingredients used 2. Types of cream sauce a. thin - soups b. medium - casseroles c. thick - croquettes 3. Recipe and directions for cream sauce 4. Ways to use types of sauce	Discuss principles of protein cookery.
Making a cream sauce is one way of thickening milk.	Watch demonstration of appropriate way to make cream sauce, following principles of protein cookery. Discuss other ways of thickening milk, i.e., 1. cornstarch 2. eggs	Taste and discuss the texture of sauce. Discuss principles of protein cookery.
A hot dish using a cream sauce as a base provides good nutrition.	Brainstorm ways of using cream sauce in a casserole or hot dish, i.e., 1. creamed chipped beef on toast	

Content	Learning Experiences	Evaluative Experiences
	2. creamed chicken on biscuit 3. macaroni and cheese 4. ground beef, corn or peas 5. creamed tuna and eggs 6. shrimp newburg 7. cream of vegetable soup 8. convenience soup 9. puddings	
	Choose recipe and prepare a hot dish or cream sauce variation.	Taste and examine foods for attractiveness, flavor, temperature, ease of preparation, cost per person and enjoyment.

Concept 2 Principles of egg cookery

Objectives 2 Applies principles of egg cookery.
Deliberately examines ways of preparing eggs.
Discovers the versatility of the egg.

Performance Objectives
The student will
1. identify the many uses of eggs.
2. give examples of ways to buy and care for eggs.
3. use correct procedures and principles of preparing eggs.

Generalization: Applying the principles of egg cookery may result in a variety of attractive and tasty egg products.

Content	Learning Experiences	Evaluative Experiences
Eggs are served at breakfast, lunch and dinner, taken on picnics, packed in lunches or dressed up for Easter.	Discuss information on bulletin board, "Let's Take an Egg," "Nature's Most Perfect Package." or "Nature's Almost Perfect Food."	Examine picture of eggs used in all types of food preparation: 1. as a thickener 2. coater 3. binder 4. leavener 5. emulsifier 6. adds

Content	Learning Experiences	Evaluative Experiences
		color, flavor, texture to baked goods 7. or as a main dish.
In the market, one has a choice of shell color, size, and grade of egg.	Read references or complete study package on eggs, i.e., 1. grades and sizes of eggs 2. test for freshness of eggs 3. buying eggs 4. care and storage of eggs 5. principles for preparing eggs a. cook over low heat b. don't overcook 6. ways of preparing eggs 7. parts of an egg (Appendix)	Discuss and summarize the importance of an egg. Discuss principles of egg cookery.
	View display showing different sizes and colors of eggs. Watch demonstration tests for freshness inside and outside of shell.	Compare eggs as to size and freshness.
The versatility of eggs enables one to prepare them in a variety of attractive and tasty ways.	Watch demonstration and/or choose and prepare egg variations, i.e., 1. scrambled 2. omelet 3. poached 4. fried 5. baked 6. deviled 7. egg in frame 8. hard cooked 9. soft cooked 10. creamed 11. egg-salad 12. steamed (Appendix)	Taste and examine eggs for flavor, taste, attractiveness, correct use of principles of preparation. Take objective test. (Appendix)

Concept 3 Principles of simple meat cookery
Objectives 3 Applies principles of simple meat cookery.
Deliberately examines variety of ways of preparing simple meat dishes.
Follows steps in preparing simple meat dishes.

Performance Objectives
The student will
1. identify contributions of meat to the diet.
2. give examples of simple meat dishes.
3. use correct principles and procedures of simple meat cookery.

Generalization: The principles of protein cookery will be utilized in the preparation of simple meat cookery.

Content	Learning Experiences	Evaluative Experiences
Meat is a high quality complete protein food.	Discuss contributions of meat to the diet, i.e., 1. satisfying flavor 2. nutritive value a. protein b. fat c. minerals d. vitamins in B complex	Summarize the contributions that meat provides.
There are many kinds of meats used in the preparation of simple meat dishes.	Find and discuss kinds of meats used in the preparation of simple meat dishes.	Discuss factors of meat dish preparation.

Content	Learning Experiences	Evaluative Experiences
The principles of protein cookery enables one to prepare simple meat dishes.	Review principles of protein cookery. Plan and prepare a simple meat dish, i.e., 1. meat loaves 2. hamburgers - broiled patties 3. pizza 4. Spanish hamburgers 5. hot dishes 6. meat balls 7. sandwiches 8. chili	Summarize principles of meat cookery. Taste and examine meat dishes for flavor, attractiveness, color, ease of preparation, cost, correct use of principles of protein cookery, and nutritive value.

Concept C Techniques of freezing food products
Objectives C Applies techniques of freezing food products.
Acquaints self with correct procedures for wrapping foods for freezing.

Performance Objectives
The student will
1. identify different ways of wrapping foods for freezing.
2. give examples of ways to wrap foods for freezing.
3. select examples of foods to wrap for freezing.

Generalization: Correct wrapping of foods for freezing will result in good keeping qualities of foods.

Content	Learning Experiences	Evaluative Experiences
There are correct procedures to follow in storage of foods.	View visual to obtain ideas for ways and types of foods which can be frozen. (Bibliography)	Identify procedures of wrapping foods for freezing.
The correct wrapping of foods for freezing affects the keeping qualities of foods.	Watch demonstration of correct wrapping of food products for freezing.	Use wrapping procedures in food units.

Major Concept V Introduction to food careers
Major Objective V Comprehends the significance of food careers.

Concept A Significance of availability of positions
Objective A Determines the availability of positions.

Performance Objectives
The student will
1. identify different types of positions available.
2. explain the impact positions available have to self.

Generalization: Young students being made aware of careers in foods will tend to be interested in continuing their home economics education.

Content	Learning Experiences	Evaluative Experiences
The World of Foods at the 7th grade level is used as a way of learning how to earn money from the age of 12 on.	As a class, develop ideas of ways to use World of Foods in earning money - 1. As a helper to earn allowance	Compare job ideas and experiences.

Content	Learning Experiences	Evaluative Experiences
	2. Babysitting and preparing food for children 3. Summer mothers helper and preparing simple foods for children	
It is possible to continue home economics education in 9th grade and senior high school and prepare for a food career.	As a class, discuss electing foods in 9th grade.	Summarize reasons for electing foods in 9th grade.
Continuing home economics education provides a chance for students to find careers in foods.	Discuss Food Service program in high school.	Discuss and classify types of jobs available to girls through Food Service program, i.e., a. waitress b. salad girl c. cooks helper d. drive-in cook e. short order restaurant f. drive-in waitress g. hostess h. cashier

Concept B   Description of positions available
Objective B   Comprehends the significance of description of positions available.

Performance Objectives
The student will
1. identify types of positions available.
2. give examples of types of positions available.

Generalization: Young students will tend to be more interested in continuing their education in foods if they are aware of the jobs available.

Content	Learning Experiences	Evaluative Experiences
The World of Foods at the 7th grade level includes some knowledge of jobs available.	Present "Home Economists in Action" bulletin board using references. (Bibliography)	Discuss bulletin board.
There are many available positions in food related careers.	List food related careers.	Identify types of positions available.

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

600 - 41b

I. Introduction to personal nutrition
A. Effect of food nutrients in relation to appearance and health

NUTRITION PRE-TEST

Name ______________________________

Place the correct letter from Column II in Column I that best describes each statement. Answers in Column II are used more than once.

Column I	Column II
____ 1. Ascorbic acid is another name for this vitamin.	A. Vitamin A
____ 2. Known as the "Sunshine Vitamin" as you get it from the sun.	B. Vitamin B
____ 3. Needed every other day as our body can store it for short periods of time.	C. Vitamin C
____ 4. Helps to give us healthy and stable nerves.	D. Vitamin D
____ 5. Needed along with two minerals for bone development.	
____ 6. Used to enrich whole grains and cereals.	
____ 7. Gives us healthy skin and beautiful complexions.	
____ 8. Protects against infections and helps heal wounds.	
____ 9. Helps prevent the disease of pellegra and beriberi.	
____ 10. Helps prevent the disease of scurvy.	
____ 11. Helps prevent the disease of rickets.	
____ 12. Helps prevent night blindness.	

* * * * *

Column I	Column II
____ 13. Used by the blood to carry oxygen.	A. Calcium
____ 14. Needed for proper bone and teeth development.	B. Iodine
____ 15. Added to salt to prevent goiter.	C. Iron
____ 16. Works with calcium.	D. Phosphorus
____ 17. Important for the clotting of blood.	
____ 18. Needed to prevent the disease anemia.	
____ 19. Salt water fish contain high amounts of it.	
____ 20. Milk contains a high amount of this mineral along with the mineral calcium.	

600 - 42b

NUTRITION PRE-TEST, continued

To the left of each statement, write the name of the nutrient class it best describes.

____________________ 21. Sugars and starches are to classifications of this nutrient class.

____________________ 22. Best known for growth of body and repair of tissues.

____________________ 23. Acts as insulation and provides body energy.

____________________ 24. Associated with health and vitality -- full of life and healthy skin coloring.

____________________ 25. Regulates body processes by the use of the blood stream.

Circle T or F

T F 26. The main functions of vitamins are to provide the body with heat and energy.

T F 27. The lack of vitamin A causes dry, scaly skin which makes the skin less resistent to infection.

T F 28. Poor nutrition brings on aging in young people at an early age.

T F 29. A poor diet causes poor posture.

T F 30. Vitamin pills supply the same quality vitamins as found in natural foods.

T F 31. Girls need less iron than boys.

T F 32. Good or poor nutrition does not affect mental health or well being.

T F 33. Water is necessary to transport waste products away from the various parts of the body.

T F 34. Adults need more calcium than teens.

T F 35. When slight bruising causes black and blue marks, one is lacking the B vitamins.

Circle the letter of the correct or best choice.

36. The "almost perfect" food is
    a. an egg.
    b. enriched bread.
    c. liver.
    d. milk.

37. Which food contains the highest amount of vitamin C?
    a. oranges
    b. grapefruits
    c. tangerines
    d. tomatoes

38. Which food contains the highest amount of vitamin A?
    a. carrots
    b. squash
    c. pumpkins
    d. peas

39. Which food contains the highest amount of iron?
    - a. salt water fish
    - b. liver
    - c. milk
    - d. spinach

40. Which of the following is associated with a lack of proper hemoglobin or red blood cells in the body?
    - a. rickets
    - b. beriberi
    - c. anemia
    - d. scurvy

41. Which of the following means increasing the amounts of vitamins or minerals already present in that food?
    - a. enriched
    - b. fortified
    - c. stabilized
    - d. homogenized

42. Which of the following means adding the vitamin B complex to foods?
    - a. enriched
    - b. fortified
    - c. stabilized
    - d. homogenized

43. Which of the following nutrients does NOT provide energy?
    - a. proteins
    - b. fats
    - c. carbohydrates
    - d. vitamins

44. Which of the following does NOT regulate the body processes?
    - a. vitamin B
    - b. calcium
    - c. iron
    - d. carbohydrates

45. The amount of vitamin A in a vegetable is indicated by
    - a. the area in which it is grown.
    - b. how much sunshine it absorbs.
    - c. color - the deep yellow or green.
    - d. how well you like the vegetable.

46. Energy is furnished in our bodies by
    - a. minerals.
    - b. carbohydrates.
    - c. vitamins.
    - d. vitamin A.

47. The chief function of protein is to
    - a. build and repair tissues.
    - b. yield energy.
    - c. build strong bones and teeth.
    - d. prevent night blindness.

600 - 44b

NUTRITION PRE-TEST, continued

48. The chief function of fat is to
    a. build and repair tissues.
    b. yield energy.
    c. build strong bones and teeth.
    d. prevent night blindness.

49. From the bread and cereal group, a teenager daily needs _______ servings.
    a. 1 or more
    b. 2 or more
    c. 3 or more
    d. 4 or more

50. From the meat group, a teenager daily needs _______ servings.
    a. 1 or more
    b. 2 or more
    c. 3 or more
    d. 4 or more

ANSWER KEY

1. C
2. D
3. A
4. B
5. D
6. B
7. A
8. C
9. B
10. C
11. D
12. A

13. C
14. A
15. B
16. D
17. A
18. C
19. B
20. D

21. Carbohydrate
22. Protein
23. Fats
24. Vitamins
25. Minerals

26. F
27. T
28. T
29. T
30. F
31. F
32. F
33. T
34. F
35. T

36. d
37. b
38. a
39. b
40. c
41. a or b
42. a
43. d
44. d
45. c
46. b
47. a
48. b
49. d
50. b

I. Introduction to personal nutrition
   A. Effect of food nutrients in relation to appearance and health

NUTRIENTS AND FUNCTIONS PROGRAMMED LESSON

Upon completion of this programmed lesson you:

1. will know the names and functions of the five nutrients in the body.
2. will be able to match each of the five nutrients with a food which contains a large amount of that nutrient.

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1. Nutrients are the materials contained in foods. Foods contain materials called ______________________.

---

2. The five nutrients which make up our foods are proteins, carbohydrates, fats, vitamins, and minerals. There are five ____________________ which make up our foods.

1. NUTRIENTS

---

3. Write the five nutrients which compose our foods.

a. c. e.
b. d.

2. NUTRIENTS

---

4. There are two sources of food. They are animal and vegetable. Animal food comes from an animal. Vegetable food comes from a plant. The type of food that comes from an animal is called _______________ food. Vegetable food comes from ____________________.

3. PROTEINS
CARBOHYDRATES
FATS
VITAMINS
MINERALS

---

5. One of the five nutrients is protein. Protein is an essential part of all the cells of the body. Protein, because it is an essential part of all the cells, is needed for growth and repair of the body. Protein is part of every ____________ of the body and is needed for ______________________ and _________________.

4. ANIMAL
PLANTS

---

6. There are two types of protein. One type is high quality protein and the other type is low quality protein. High quality and low quality protein are the two types of ______________________.

5. CELL
GROWTH
REPAIR

---

7. High quality protein is found in animal foods. Animal foods come from ______________________.

6. PROTEIN

---

8. Foods which contain high quality protein are meat, cheese, milk, and eggs. Animal foods contain _______ ________ ____________.

7. ANIMALS

---

9. Low quality protein is found in vegetable foods. Vegetable foods come from ________________.	8. HIGH QUALITY PROTEIN
10. Foods which contain low quality protein are dried beans, dried peas, nuts, and peanut butter. Vegetable foods contain _____________ _____________ _____________.	9. PLANTS
11. Both low and high quality proteins are needed by the body but some animal food should be included each day. Circle the foods in the following list which supply high quality protein. dried peas potatoes peanuts milk fish chicken roast apples toast	10. LOW QUALITY PROTEIN
12. In the following list of foods, circle the ones that provide low quality protein. hamburgers pickles pears baked beans dried peas milk tuna fish peanuts walnuts	11. MILK ROAST FISH CHICKEN
13. A second nutrient is called carbohydrate. The two types of carbohydrates are starches and sugars. Sugars and starches are the two types of _____________.	12. BAKED BEANS DRIED PEAS PEANUTS WALNUTS
14. Some of the foods which contain starch are bread, potatoes, macaroni, rice, and cereal. Foods which contain a lot of sugar are cookies, cakes, doughnuts, candy, and syrup. _____________ is the nutrient which is found in foods such as breads and cookies. The two types of this nutrient are __________________ and __________________.	13. CARBOHYDRATES
15. Carbohydrates are needed by the body to provide energy to the body. Carbohydrates are nutrients which supply _______.	14. CARBOHYDRATES STARCHES SUGARS
16. Put a P in the blank beside the food which is high in protein content and put a C in the blank beside the food which is high in carbohydrate content. ___ spaghetti ___ brownies ___ peanuts ___ scrambled eggs ___ corn flakes ___ candy bar ___ fish sticks ___ bacon	15. ENERGY
17. Fats are also nutrients which provide the body with energy. The other nutrient that supplies energy is _____________.	16. P scrambled eggs P fish sticks P bacon P peanuts

600-47b

18. The two types of fats are animal fats and vegetable fats. Animal fats are found in such items as butter, cream, and the flesh of animals. Animal fats come from __________.	17. CARBOHYDRATES
19. Vegetable fats are usually found in the form of vegetable oils such as olive oil, corn oil, peanut oil, and cottonseed oil. Vegetable fats come from ______________.	18. ANIMALS
20. Fats are used in the preparation of many foods and some foods contain more fat than others. Circle the foods in the following list which are high in fat content. bread ice cream chocolate candy margarine apples potatoes rice fish sticks roast pork	19. PLANTS
21. Vitamins are nutrients that are necessary for life. They are found in natural foods. Nutrients that are necssary for life are called ______________ and they are found in natural _______________	20. MARGARINE ICE CREAM FRIED FISH CHOCOLATE CANDY ROAST PORK
22. The best known vitamins are Vitamin A, Vitamin B complex, Vitamin C, and Vitamin D. There are others and some are believed not to have been discovered yet. If you eat a well balanced diet daily, you will receive all the necessary vitamins. Name the four best known vitamins. a. c. b. d.	21. VITAMINS FOODS
23. Vitamin A is necessary for growth, for strong bones and teeth, for good eyesight, and for healthy skin. For growth and general good health of bones, teeth, eyes, and skin: _____________ ___ is needed.	22. VITAMIN A VITAMIN B COMPLEX VITAMIN C VITAMIN D
24. Substances that can be changed to Vitamin A are found in deep yellow and dark green vegetables and fruits. Name two vegetables that are deep yellow and two that are deep green. a. c. b. d.	23. VITAMIN A
25. In the list of foods below, circle the ones that contain substances that could be changed to Vitamin A. steak ham biscuit creamed spinach carrot salad broccoli cauliflower mustard greens	24. CARROTS SQUASH SPINACH GREENS

600 - 48D

26. Vitamin B complex is important to the body. It is called complex because it includes thiamine, riboflavin, niacin, and others. The name of the vitamin complex which contains niacin, riboflavin, and thiamine is ____________________.	25. CREAMED SPINACH CARROT SALAD MUSTARD GREENS BROCCOLI
27. Vitamin B complex is used in the body in maintaining sound nerves, good appetite, and proper digestion. Digestion, appetite, and nerve response are maintained in the body by ______________________________.	26. VITAMIN B COMPLEX
28. Sources of the Vitamin B complex are leafy green vegetables, whole grain cereal, dried beans and peas, and some lean meats. Name four foods which provide Vitamin B complex. a. c. b. d.	27. VITAMIN B COMPLEX
29. Vitamin C is needed for strength of the blood vessels in the body and for strength of bones and teeth. This vitamin is not stored in the body so it must be consumed daily. Vitamin C is found in fruits especially citrus fruits. Name two fruits which are good sources of Vitamin C.	28. SPINACH OATMEAL BAKED BEANS STEAK
30. Vitamin D is called the "sunshine vitamin" because it is developed in the body when the sun's rays shine directly on the body surface. The Sunshine Vitamin is ______________ ___.	29. ORANGES GRAPEFRUIT
31. Another source of Vitamin D is foods such as milk, butter, and eggs. A process called irradiation increases the amount of Vitamin D in milk. Two ways that Vitamin D can be obtained by the body are: a. b.	30. VITAMIN D
32. Vitamin D is used in the body in building strong bones and teeth. What are the vitamins that are needed by the body to build strong teeth? a. b. c.	31. EXPOSURE TO SUN FOOD EATEN
33. What vitamin is necessary to maintain sound nerves, good appetite, and proper digestion? ____________________	32. VITAMIN A VITAMIN C VITAMIN D
34. Three of the minerals needed by the body are calcium, phosphorus, and iron. There are many other minerals needed but if foods are eaten which provide sufficient amounts of these three, then the other minerals are usually supplied. Name three minerals needed by the body. a. b. c.	33. VITAMIN B COMPLEX

600 - 494

35. Minerals are a nutrient which helps to build and to regulate the body. Like the nutrient ____________, minerals are needed for growth and repair of all body parts. Unlike the nutrient ________________, they do not supply energy.	34. CALCIUM PHOSPHORUS IRON
36. Calcium is a mineral needed for formation of bones and teeth and it is also needed to assist in clotting of blood. In addition to the mineral calcium, ____________ is another nutrient needed for maintaining strong bones and teeth.	35. PROTEIN CARBOHYDRATE
37. Milk is the best single source of calcium. Calcium is needed for formation of __________ and __________ and to assist in ________________ of the __________________.	36. VITAMINS
38. Phosphorus is a mineral that is closely associated with calcium in building bones and teeth. It is found in protein foods. The two minerals which are associated with building bones and teeth are _____________ and ________________.	37. BONES & TEETH CLOTTING OF THE BLOOD
39. Iron is a mineral which is a necessary part of the hemoglobin of the blood. Hemoglobin is the coloring matter of the red blood cells which carry oxygen from the air we breathe to tissues of the body. The mineral ______________ gives the coloring matter to the red blood cells.	38. CALCIUM PHOSPHORUS
40. Foods rich in iron are liver, lean meats, oysters, egg yolks, whole grain cereals, green leafy vegetables, and molasses. Of the foods rich in iron, which are also rich in the B Complex Vitamins? a. b. c.	39. IRON
	40. LEAFY GREEN VEGETABLES WHOLE GRAIN CEREALS LEAN MEATS

600 - 50b

I. Introduction to personal nutrition
   A. Effect of food nutrients in relation to appearance and health

NUTRITION GUIDE SHEET

NUTRIENTS	FUNCTION IN OUR BODY	FOODS FOUND IN
Proteins	1. 2.	
Carbohydrates	1.	
Fats	1.	
Vitamin A	1. 2.	
Thiamine	1. 2.	
Riboflavin	1.	
Niacin	1.	
Vitamin C	1. 2. 3.	
Vitamin D	1. 2. 3.	
Calcium-Phosphorus	1. 2.	
Iron	1. 2.	
Iodine	1.	
Water	1. 2.	

600 - 51b

I. Introduction to personal nutrition
   A. Effect of food nutrients in relation to appearance and health

YOUR APPEARANCE AND HEALTH SCORE

Name ______________________

All the following physical conditions are related to diet and can be improved if you choose the right foods as suggested in your Daily Food Guides.

PHYSICAL CONDITIONS	NOW	NUTRIENTS REQUIRED	FOODS THAT PROVIDE THOSE NUTRIENTS	LATER
GROWTH PROGRESS				
How much do you weigh?				
How tall are you?				
COMPLEXION				
Is your skin dry?				
Do you have pimples frequently?				
Do you have a serious skin condition like acne?				
HAIR				
Is your hair dry?				
Does it split at the ends?				
NAILS				
Do your nails break or split easily?				
MOUTH				
Is your mouth or tongue sore?				
Are your gums red, swollen or bleeding?				
STRONG TEETH AND BONES				
Do you have many cavities?				
Have you had broken bones?				
EYES				
Can you see well, quickly, when you move from light to dark rooms?				
RESISTANCE TO FATIGUE				
Do you have mid-morning fatigue?				
Do you get tired quickly?				
Do you have run down feelings associated with anemia?				
Are you very tired after active games?				
Do you have nervous habits such as biting nails?				
INFECTION				
Do you have frequent colds, flu, or infections?				
EXERCISE AND POSTURE				
Do you exercise frequently to maintain an attractive figure?				
Do you need to work on your posture?				

600 - 52b

I. Introduction to personal nutrition
   A. Effect of food nutrients in relation to appearance and health

NUTRITION FACT SHEET

1. The population group with the least adequate diets are 13-15 year old girls.
2. Proper diet contributes to a general sense of well being.
3. The nutritional status of the teenager influences his own sense of well being and also affects his relationships with family and friends.
4. In order to provide the necssary calcium, iron, and vitamins in one's diet, it is necessary to concentrate on eating according to the Basic Four Food Plan, with only a few additional frills permitted.
5. Two factors complicate the achievement of good nutrition by the adolescent: a craving for snacks and a preoccupation with being thin.
6. One of the chief problems of teenagers is the influence of food, particularly snacks, on their complexions.
7. A thin person has lowered resistance to infection, reduced energy, reduced alertness, and a less attractive appearance.
8. The science of nutrition starts with food. Foods carry nutrients. You learn their names - vitamins, minerals, proteins, carbohydrates, fats, water - and what they do for you. You learn where to find them through a plan for good nutrition that fits your needs and our economic way of life.
9. When you supply fewer calories from food than your body uses for energy, the stored fat will be used to make up the difference.
10. In your teens, you expect to gain weight as you grow. You want to gain enough, but not more than you should, for normal growth.
11. For "almost-adults" exercise is a must for natural grace and poise. Exercise, however, has an additional value - it uses calories. Every action takes energy.
12. Body fat is used for energy only when the food you eat supplies less energy than your body needs.

600 - 53b

I. Introduction to personal nutrition

A. Effect of food nutrients in relation to appearance and health

GOLDILOCKS UP TO DATE

Once upon a time a little girl by the name of Goldilocks wandered through the woods in search of adventure. She passed beautiful wild flowers and walked around and around among the trees until she came to a clearing where she found a patch of wild strawberries. She stopped and ate some because, like (1) ________________ and (2) _________________ they were sources of vitamin (3) _________.

The day was ideally warm, the sky blue and the sun shining brightly, so Goldilocks removed her sweater. Exposing her arms to the sun gave her a better chance to acquire some vitamin (4) _____ which is so necessary for the prevention of (5) ________.

After eating all the ripe strawberries, Goldilocks noticed a large walnut tree near by, and beneath it found some nuts from the previous fall. She put one on a big rock and cracked it. It tasted better than those from Mother's pantry and at the same time gave her (6) ___________ for building and repairing body tissue.

Goldilocks had seen enough of that part of the woods and decided to wander further on. Before long she came to a quaint little house made of wood slabs and somewhat hidden by the surrounding trees and shrubs. She peaked into the window and, seeing no one, slowly opened the door. She entered a kitchen and on the table discovered three bowls of vegetable soup. She tested the large bowl and said, "The vegetables in this soup will give me (7) _________ to promote growth and prevent disease, but this soup is too hot."

She tasted the soup in the middle sized bowl and said, "This soup should give me (8) ___________ to build strong bones and teeth, but it is too cold." Finally, she tasted the soup in the little bowl and ate every last bit because it was just right.

Then to help make her teeth strong and white, she decided to drink a glass of (9) _____. This contained the minerals (10) __________ and (11) __________, which together with the vitamin (12) ______ from the sunshine, formed a three man team that enabled these foodstuffs to be utilized in the body to the best advantage.

Goldilocks' next move was to look into the table drawer. Here she found a box of nails and said, "They contain 13) ________ but I can't eat it in this form. Perhaps the cupboard will have (14) _______ or (15) _________ to give me this mineral." Poor Goldilocks! She was just eating the last bite of bread when she heard a noise at the door. She peaked through the window and saw bears! Three of them!!! They were opening the door just as Goldilocks jumped through the window. She landed on all fours and when she stood up to run away, she discovered that her left hand had been cut by a piece of glass. She held the cut with her other hand and it soon stopped bleeding, because her blood contained enough vitamin (16) ______ to help it coagulate quickly.

Goldilocks arrived home with no appetite for the good dinner her mother had waiting. We know the reason why - don't we?

ANSWER KEY

1. oranges
2. grapefruit
3. C
4. D
5. rickets
6. protein
7. vitamins
8. calcium or phosphorous
9. milk
10. calcium
11. phosphorous
12. D
13. iron
14. raisins
15. apricots
16. K

600 - 54b

I. Introduction to personal nutrition
   A. Effect of food nutrients in relation to appearance and health

FOOD SURVEY EXPERIENCE SHEET

Name ____________________

Use this sheet to record all foods and snacks, and liquids you eat for three days starting ____________________. One day must be a weekend day. If you do not eat a meal, use the sad symbol. ☹

	Day 1	Day 2	Day 3
Breakfast			
Lunch			
Supper			
Snacks			

Your calorie evaluation:

Age ________________ Height ______________ Weight ________________

Number of calories required daily ______________

Total number of calories each day:

Day 1 Day 2 Day 3

Are the calories you had enough for your daily needs? For activities?

Are you eating too many calories for your daily needs? For activities?

600 - 55b

I. Introduction to personal nutrition
    A. Effect of food nutrients in relation to appearance and health

ACTIVITY CHART

	Type of Work or Activity	Calories Needed per Hour (For a man weighing 154 pounds)
1.	Bicycling	175
2.	Boxing	798
3.	Carpentry	161
4.	Crocheting	23
5.	Dancing, foxtrot	266
6.	Driving an automobile	63
7.	Fencing	311
8.	Horseback riding--walk	98
9.	Horseback riding--trot	301
10.	Ironing--5 pound iron	70
11.	Laundering--light	91
12.	Lying still, awake	7
13.	Organ playing	105
14.	Painting furniture	105
15.	Playing tennis	308
16.	Rowing in a race	1120
17.	Running	490
18.	Sewing, hand	28
19.	Sewing, foot-driven machine	42
20.	Sitting quietly	28
21.	Writing	28
22.	Playing table tennis	308
23.	Sweeping with broom	98
24.	Swimming, 2 miles per hour	553
25.	Walking, 3 miles per hour	140
26.	Walking rapidly, 4 miles per hour	238
27.	Walking at high speed, 5.3 miles per hour	581

I. Introduction to personal nutrition
A. Effect of food nutrients in relation to appearance and health

POST-TEST ON NUTRITION

Name ______________________________

Circle either T or F according to whether the statements are true or false.

T F 1. Six out of ten teenage girls have malnutrition.

T F 2. Teenage girls need to be eating for the future.

T F 3. Diet has nothing to do with our appearance.

T F 4. "We are what we are."

T F 5. Many teenagers satisfy their appetites and not their bodies.

T F 6. There are four building blocks to good health.

T F 7. There are six basic food groups.

The definitions in the left hand column are to be matched with the terms in the right hand column. Write the letter of the term in the space in the left margin by the number of the definition.

_____	8.	A unit to measure heat and energy	A.	Basic 4
_____	9.	A nutrient that helps us grow	B.	Calorie
_____	10.	A study of food needs of the body	C.	Carbohydrates
_____	11.	The six building blocks	D.	Diet
_____	12.	Poor nutrition	E.	Fat
_____	13.	A guide to proper eating	F.	Malnutrition
_____	14.	To keep balanced every day	G.	Menu
_____	15.	A nutrient that gives us slow acting energy	H.	Minerals
_____	16.	A nutrient that maintains our body	I.	Nutrients
_____	17.	Latin word for life	J.	Nutrition
_____	18.	A nutrient that regulates our body	K.	Protein
_____	19.	A building block-second only to oxygen in importance	L.	Vita
_____	20.	A building block that gives us quick energy	M.	Vitamins
_____	21.	A daily plan of foods	N.	Water

600 - 57b

POST-TEST ON NUTRITION, continued

Circle either T or F according to whether the statements are true or false.

T F 22. Vitamins are found in all living cells.

T F 23. Vitamin A is the "eye" vitamin.

T F 24. Our body stores water soluble vitamins.

T F 25. The lack of iodine in the diet causes goiter.

T F 26. You can lose weight by not eating breakfast.

T F 27. Water is found in most all foods.

T F 28. Water has food value.

T F 29. Pour all cooking water down the drain.

T F 30. Vitamin C is the sunshine vitamin.

Circle the letter of the correct answer for each of the following statements.

31. Why do we get hungry?
    a. We are bored.
    b. It is a habit.
    c. We get a signal that our body needs food.

32. In this land of plenty, why do some people have malnutrition?
    a. They eat poorly balanced menus.
    b. The farmers aren't producing enough foods.
    c. Much of our food is being shipped out of the country.

33. Fuel and energy comes from one of the following building blocks:
    a. water
    b. minerals
    c. vitamins
    d. carbohydrates

34. Which percentage of our daily diet is recommended for carbohydrates?
    a. 50 - 60%
    b. 30 - 35%
    c. 10 - 15%

35. Which percentage of our daily diet is recommended for protein?
    a. 50 - 60%
    b. 30 - 35%
    c. 10 - 15%

36. What percentage of our daily diet is recommended for fat?
    a. 50 - 60%
    b. 30 - 35%
    c. 10 - 15%

37. The number of servings of the milk group needed each day are:
    a. 2
    b. 4
    c. 6

600 - 58b

POST-TEST ON NUTRITION, continued

38. The number of servings of meat group needed each day are:
 a. 4
 b. 3
 c. 2

39. The number of servings of fruit and vegetable group needed each day are:
 a. 2
 b. 3
 c. 4

40. The number of servings of bread and cereal group needed each day are:
 a. 3
 b. 4
 c. 2

Complete the following statements with one or more words.

41. ____________________ form the solid structure of our body.

42.-43. ____________________ and ___________________ are converted into fuel for our bodies and are called carbohydrates.

44. ________________ is vital for development of hemoglobin in the blood.

45. ________________ is the mineral that helps to form strong bones and teeth.

46. ________________ is the bodies main source of iodine.

47. ________________ is the nutrient that helps us have shiny hair, strong nails and pretty skin.

48. ________________ is the citrus vitamin.

49. ________________ is easily destroyed by heat or cooking.

50. ________________ protects our bodies.

51. ________________ helps carry away wastes.

52.-53. To be beneficial to our body, a low quality protein must be combined with a high quality protein. Give an example ___________ with ____________.
low quality high quality

Some of the nutrients come from plant sources and some from animal sources.

54. Name one fat that comes from plants ____________________.

55. Name one fat that comes from animals ____________________.

56. Name one protein that comes from animals ________________.

57. Name one protein that comes from plants _________________.

58. When nutrients are added to milk, this means the milk has been ______________.

59. When nutrients are added to breads and cereals, this means they have been ________________________.

60. We are what we ______________!

600 59b

POST-TEST ON NUTRITION - Answer Key

1. T
2. T
3. F
4. F
5. T
6. F
7. F

8. B
9. K
10. J
11. I
12. F
13. A
14. D
15. E
16. M
17. L
18. H
19. N
20. C
21. G

22. T
23. T
24. F
25. T
26. F
27. T
28. F
29. F
30. F

31. c
32. a
33. d
34. a
35. c
36. b
37. b
38. c
39. c
40. b

41. bones
42.-43. sugar
starches
44. iron
45. calcium
46. salt
47. protein
48. C
49. B
50. fats
51. water
52.-53. cereal
milk or others
54. vegetable
shortenings
55. bacon
56. milk or meat
57. grains
58. fortified
59. enriched
60. eat

600 - 60b

I. Introduction to personal nutrition
   A. Effect of food nutrients in relation to appearance and health

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VISUAL TASTER TEST - NUTRIENTS

Name ______________________

Have the students sample foods numbered from 1-10 and high in each of the nutrients listed below. Students eat the foods after all have been identified.

1. I give quick energy; I am the carbohydrate named ____________________.
2. I give slow energy; I am the carbohydrate named ____________________.
3. I am known to strengthen eyes and prevent night blindness; I am Vitamin ___.
4. I have several names; ascorbic acid and citrus vitamin. I help fight virus infections; I am Vitamin ______.
5. I am the most important nutrient as I help the body grow and repair tissues; I am ____________________.
6. I am thiamine; I help keep muscles, bones and nerves healthy; I am part of the Vitamin ______ complex.
7. I am in nature's "almost" perfect food; I am the mineral that builds strong bones and teeth. I am ________________.
8. I am the mineral that helps build healthy blood; I am ____________.
9. I am the nutrient that helps to lubricate the skin and insulate the body; I am ____________.
10. I am necessary for life as I aid digestion and help rid the body of waste; I am ______________.

600 - 61b

ANSWER KEY

1. sugar
2. starch
3. A
4. C
5. protein
6. B
7. calcium
8. iron
9. fat
10. water

BASIC 4 EVALUATION

Group	Day 1	Day 2	Day 3
Milk			
Meat			
Fruit and Vegetables			
Bread and Cereal			

Circle the groups you need to improve each day.

What groups are you low in?

What nutrients are you missing from your diet?

600 - 62b

I. Introduction to personal nutrition
   B. Significance of the basic 4 groups

BASIC 4 COLLAGE

Use regular size note paper or colored paper. You should have 4 separate sheets for each group. Include name of group and number of servings.

MILK GROUP

No. of servings

Milk
Chocolate milk
Cottage cheese
Butter (not oleo)
Cheese
Ice cream
Sour cream
Evaporated milk (such as Carnation)
Dried milk
Buttermilk

10 points

MEAT GROUP

No. of servings

Beef
Pork
Lamb
Liver
Fish - shell fish
Eggs
Nuts
Peanut butter
Dried beans (baked)
Dried peas (pea soup)

10 points

FRUITS AND VEGETABLES

No. of servings

Citrus fruits
At least one other fruit
Yellow or orange vegetables
Red vegetables
White vegetables
Greens such as lettuce - salad
Fruit juices
Strawberries
Cabbage - slaw
Green pepper
Dried fruits
Apple
Banana

10 points

BREADS AND CEREALS

No. of servings

Cereal (hot - cold)
Muffins
Biscuits
Breads
Spaghetti
Macaroni
Noodles
Cake
Cookies
Pie
Crackers
Flour
Rice

10 points

NOTHING FOODS

Sugar
Candy
Cakes
Swiss Miss
Kool-Aid
Pop
Gum

I. Introduction to personal nutrition
  B. Significance of the basic 4 groups

LABORATORY DAYS IN THE FOODS ROOM

Get to class early - before the final bell rings, you should:

1. Neatly stack books in designated areas.
2. Tie hair back and put scarves on.
3. Roll long sleeves up and remove dangling jewelry.
4. Aprons on and hands washed, sit down at tables for roll call.

Every student in class is responsible for knowing the principles and procedures of all foods prepared in all kitchens for the class. WORK QUIETLY AND QUICKLY.

Be organized - cooperate with each other. Everyone is responsible for the success and the failure (if any) in each kitchen group.

Only send one or two students to the supply table with trays to obtain all supplies needed for the food preparation of the laboratory.

When baking, adjust oven racks--center of food goes in center of oven for even baking, pre-heat oven, turn oven light on, leave on during the whole baking process.

Work on trays in your kitchens, keep counters, drawers, and cupboards neat and clean.

Use paper towels to wipe up "spills", wrap up peelings, and when wiping hands at beginning and end of hour.

Use dish cloths and towels (not rags) for all other kitchen work and place all used towels, cloths, etc. in washer at end of hour.

Place all empty tin cans and bottles in white trash can or separate out for recycling. All peelings, rinds, egg shells and other food wastes go into the garbage disposer.

Use cutting boards, not counter tops, to cut all foods.

Use separate taster spoon for sampling while cooking.

Know where all food supplies are located; spices, staples, perishables.

When cooking, keep pan handles turned in and stirring spoons on a spoon rest or paper toweling beside the range.

Use the proper equipment for each job in the kitchen.

All leftovers must be transferred to air tight storage containers, labeled as to contents, date, and class hour.

When preparation is finished or you have nothing to do, start cleaning, replacing equipment to its proper place and general clean up.

Kitchens should be left clean, shiny and sanitary.

I. Introduction to personal nutrition
B. Significance of the basic 4 groups

NUTRITIOUS SNACKS FOLLOWING THE BASIC 4 GUIDE LINES

Each kitchen will draw a number and will prepare one of the following:

1. Raw Vegetables

   carrot sticks
   celery sticks
   radish roses
   tiny tomatoes
   cucumber sticks
   zucchini sticks
   green pepper sticks

2. Lo Cal Dip

   3/4 cup cottage cheese
   1/4 pkg. dry onion soup
   1/2 3 oz. pkg. cream cheese
   2 teaspoons milk

3. Crackers with cheddar cheese squares. Broil 1 minute and add olive slice to garnish. 1 for each.

   Crackers with peanut butter and jelly.

4. Glorified Grahams

   24 graham cracker squares
   1/2 cup melted butter
   1/2 cup brown sugar, packed lightly
   1/2 cup chopped pecans or almond slices (optional)

   Line cookie sheet with graham cracker squares. Melt butter and brown sugar together and spoon over crackers. Sprinkle with nuts. Bake 350° for 10-12 minutes. Remove to cooling rack.

   OR Oatmeal Cookies with Raisins - recipe on box of raisins OR Frozen Cookie Dough.

5. Orange Zip

   1 can Hi-C orange
   1 16 oz. bottle 7-up

6. Set and serve buffet style

600 - 65b

I. Introduction to personal nutrition
B. Significance of the basic 4 groups

BASIC 4 NUTRITION BINGO GAME DIRECTIONS

Use attached bingo card and make up enough for class. To complete bingo cards, fill in squares of card with foods taken from the list below. Each card must be different for each player or group of players. Cut out corresponding foods from this sheet and put into an envelope and the caller will draw from the envelope. Call out the name of the group and the food. When a row on the card is filled or a whole card is filled, the player calls out, "Nutrition Bingo". The prizes can be raisins, a carrot or celery stick, a tiny piece of cheese, etc.

Sour cream
Butter
Parmesan cheese
Cottage cheese
Creamed cheese
Whipping cream
Swiss cheese
Skim milk
Hot chocolate
American cheese
Half & half
Dried milk
Buttermilk
Cheddar cheese
Sour half & half
Ice cream

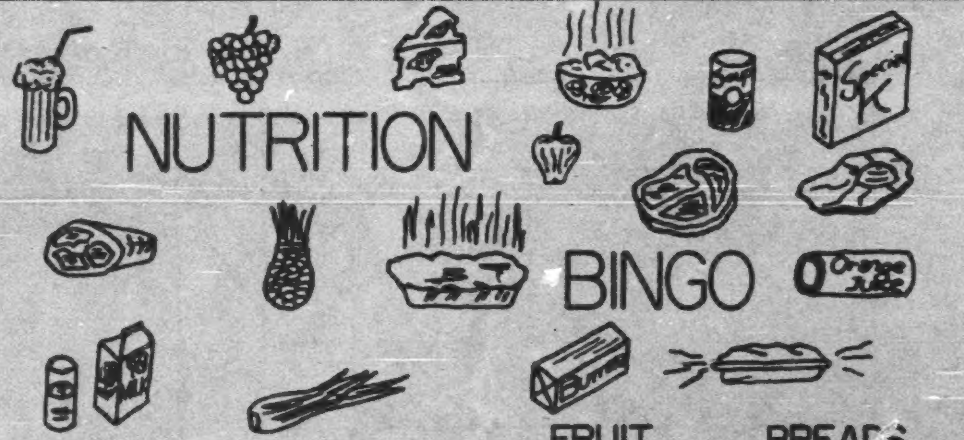
Shrimp
Baked ham
Swiss steak
Roast beef
Baked beans
Lamb chops
Bacon
Liver
Liver sausage
Trout
Hot dogs
Meat pie
Pork chops
Eggs
Nuts
Perch
Hamburger

Pear
Watermelon
Corn
Radishes
Green beans
Cantaloupe
Raspberries
Peas
Carrots
Banana
Pineapple
Oranges
Tomatoes
Applesauce
Broccoli
Cucumber
Grapes

Whole wheat bread
Oatmeal
Waffles
Hot rolls
Hard rolls
Popovers
Cake flour
French bread
Toast
Rice
Noodles
Biscuits
English muffins
Rice Krispies
Pie
Muffins
Pancakes

600 - 66b

NUTRITION BINGO


Special K
Orange Juice
Butter
Milk

MILK	MEAT	FRUIT VEGETABLES	BREADS CEREALS

600 - 67b

I. Introduction to personal nutrition

B. Significance to the basic 4 groups

NUTRITION CROSSWORD PUZZLE

1.					2.		
	▨	▨	▨	▨		▨	▨
	▨	3.	4.			5.	
	▨	▨		▨	▨	6.	▨
	▨	▨		▨	7.		
8.		9.					▨
▨	▨		▨	▨	▨	▨	▨
10.	11.		12.	13.	14.		15.
▨	16.					▨	
▨	▨		▨		▨	▨	
17.	▨		▨	18.	▨	▨	

600 - 68b

ACROSS

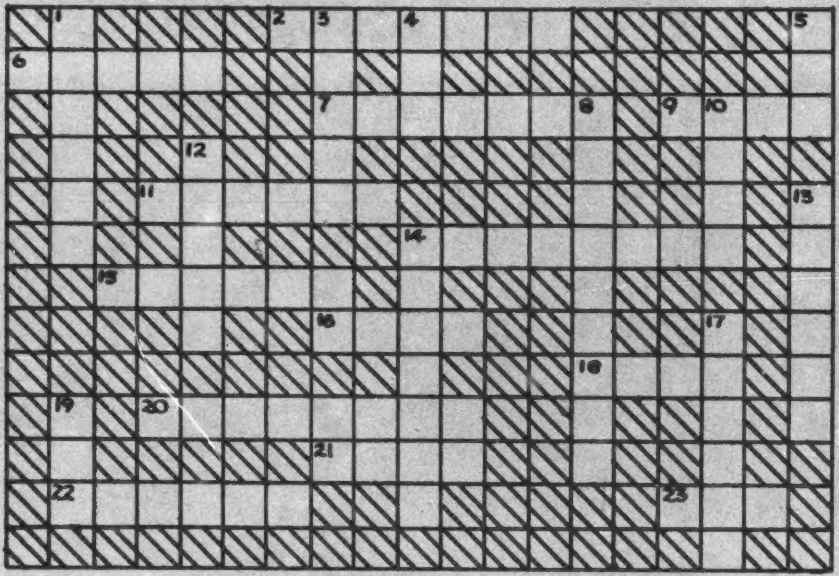
1. Deficiency disease from lack of vitamin B.
3. Deficiency disease from lack of vitamin C.
6. Anti-sterility vitamin.
7. Protein food.
8. Deficiency disease from lack of vitamin D.
10. Protective foods.
16. Rich in vitamins.
17. Lack of this vitamin caused disease aboard ships in 17th century.
18. Vitamin of value in clotting blood.

DOWN

1. Source of vitamin A.
2. Auditory organ.
4. To prepare food.
5. Foods rich in vitamins. (abbreviation)
7. Latin for "and".
9. Kind of fruit rich in vitamin C.
11. Conjunction.
12. Chemical Abbr. for gold.
13. Nearly perfect food.
14. Pronoun.
15. Uses juice from cooked vegetables.

I. Introduction to personal nutrition
   B. Significance to the basic 4 groups

NUTRITION CROSSWORD PUZZLE II



DOWN:

1. Fruits high in Vitamin C.
3. Food which belongs in Fruit and Vegetable Food Group.
4. Number of servings in meat group needed daily.
5. Nutrition needed for energy.
8. The study of what food is made up of.
10. Vitamin A helps to resist infection of the ______________.
12. A type of carbohydrate.
13. Mineral which helps regulate the thyroid gland.
14. Mineral which is found in milk.
17. Carbohydrates provide __________________.
19. Source of Vitamin D.

ACROSS:

2. Type of sugar found in milk.
6. Excellent source of iron.
7. Nutrient which builds and repairs tissue.
9. A Basic 4 food group.
11. Good food source of the fat nutrient.
14. A measure of heat and energy.
15. A type of carbohydrate.
16. A Basic 4 food group.
18. Nutrient which helps build and renew hemoglobin.
20. Vitamin C is also known as ___________ acid.
21. Number of servings of breads and cereals needed daily.
22. Part of the Vitamin B complex.
23. A factor which helps determine the amount of calories needed daily.

NUTRITION CROSSWORD PUZZLE - ANSWER KEY

ACROSS

1. Beriberi
3. Scurvy
6. E
7. Egg
8. Rickets
10. Vitamins
16. Fruit
17. C
18. K

DOWN

1. Butter
2. Ear
4. Cook
5. Vegs
7. Et
9. Citrus
11. If
12. Au
13. Milk
14. It
15. Soup

NUTRITION CROSSWORD PUZZLE II - ANSWER KEY

DOWN

1. Citrus
3. Apple
4. Two
5. Fat
8. Nutrition
10. Eyes
12. Sugar
13. Iodine
14. Calcium
17. Energy
19. Sun

ACROSS

2. Lactose
6. Liver
7. Protein
9. Meat
11. Butter
14. Calories
15. Starch
16. Milk
18. Iron
20. Ascorbic
21. Four
22. Niacin
23. Age

I. Introduction to personal nutrition
    B. Significance of the basic 4 groups

BASIC 4 QUIZ

Place the letter of the Basic 4 food group from Column II into the blank at the left of each food in Column I.

Column I

_____ 1. Chicken
_____ 2. Strawberry ice cream
_____ 3. Tomatoes
_____ 4. Cottage cheese
_____ 5. Spaghetti
_____ 6. Eggs
_____ 7. Rice
_____ 8. Carrots
_____ 9. Skim milk
_____ 10. Peanuts
_____ 11. Oranges
_____ 12. Cooked cereal

Column II

A. Milk and dairy products
B. Fruits and vegetables
C. Meat
D. Breads and cereals

Place the letter of the Basic 4 food group from Column II into the blank at the left of each nutrient in Column I.

Column I

_____ 13. Calcium
_____ 14. Vitamin C
_____ 15. High quality protein
_____ 16. Vitamin A
_____ 17. Iron
_____ 18. Carbohydrates
_____ 19. Vitamin B-complex
_____ 20. Phosphorus

Column II

A. Meat
B. Milk and dairy products
C. Breads and cereals
D. Fruits and vegetables

600 - 71b

BASIC 4 QUIZ, continued

How much of each of the following foods is considered a serving?

21. ____________________ milk

22. ____________________ spaghetti

23. ____________________ grapefruit

24. ____________________ bread

25. ____________________ cooked meat without bone

26. ____________________ chocolate milk

27. ____________________ cooked cereal

28. ____________________ eggs

29. ____________________ ready-to-eat cereal

30. ____________________ cooked fruit or vegetable

ANSWER KEY

1. C
2. A
3. B
4. A
5. D
6. C
7. D
8. B
9. A
10. C
11. B
12. D
13. B
14. D
15. A or B
16. D
17. A
18. C
19. D and C
20. B
21. 8 oz.
22. 3/4 - 1 cup
23. 1/2
24. 1 slice
25. 3 - 4 oz.
26. 8 oz.
27. 3/4 - 1 cup
28. 2
29. 1 oz.
30. 1/2 cup

II. Introduction to basic preparation, equipment and practices
A. Introduction to recipe study

BASIC COMPONENTS OF A GOOD RECIPE

Objectives: The student will be able to:
1. Define the term, good recipe.
2. List and name the use of each basic component in a recipe.
3. Identify a good recipe.
4. Analyze and evaluate a recipe on the basis of basic recipe components.
5. Apply the knowledge of basic recipe components in recipe selection.

1. A recipe is a guide in the preparing, mixing, and cooking or baking of food.

   A guide used in the preparing, mixing and cooking or baking is called a ________.

2. Many recipes are available; some are more satisfactory than others. Recipes that have been tested in a test kitchen or laboratory are the most reliable.

   A good recipe is reliable and has been _______ in a test kitchen or laboratory.

3. A good recipe contains a list of ingredients, method of preparing food, oven temperature, baking time, yield and equipment needed.

   A list of ingredients, method of preparing food, oven temperature, baking time, yield and equipment are found in a _______ ____________.

4. A good recipe should list all ingredients with measurements in the order of use.

   A list of ____________ with _____________ should be given in the order of use.

5. A list of ingredients with measurements should be given in the ______________ __________ _____________ in a good recipe.

6. Which of the following is the correct way of listing ingredients and measurements?

   a. 1/2 teaspoon salt
      1/2 cup sugar
      2 cups flour
      1 egg

   b. salt
      sugar
      flour
      egg
      1/2 tsp.
      1/2 C.
      2 cups
      1

7. Ingredients are not abbreviated except when necessary to save space. All words are spelled out. Abbreviations lead to misunderstanding and product failures.

   The correct form used in a good recipe is _________.
   a. tsp. b. t c. teasp. d. teaspoon

8. The amount of ingredients are given in the easiest unit of measure.
   _________________ is the easiest unit of measure.
   a. 1/2 cup b. 4 tablespoons c. 12 teaspoons

600 - 73b

BASIC COMPONENTS OF A GOOD RECIPE, continued

9. A good recipe specifies the exact name of ingredients. A good cake recipe would require ____________________________.
a. cake flour b. all-purpose flour c. flour

10. The method is given in short sentences and directions are clear and simple. A good recipe can be easily followed by the inexperienced as well as the skilled cook. Clear and simple directions are given in short sentences in the ___________________.

11. The method, in a good recipe, is given in the most efficient order of work to avoid the use of extra bowls, cups, measuring spoons, and extra beating and mixing. The most efficient order of work is used in the ______________ of a good recipe.

12. A good recipe specifies the equipment needed in the mixing and beating. The ___________________ is specified in a good recipe.

13. A good recipe gives the yield in the number and size of servings or the total measure. Makes 4 1-cup servings or makes 1 quart are examples of ___________ in a good recipe.

14. A good recipe specifies the exact oven temperature. Bake in a 350° oven is an example of a specific __________ _________________.

15. In a good recipe the baking time is given in minutes and often includes a word picture description of doneness.

Bake 1 hour or until pie filling boils with heavy bubbles that do not burst is an example of a specific ____________ ____________ in a good recipe.

16. Accurate oven temperature and baking time take much of the time and guess work out of a good recipe. Accurate __________ __________ and _________________ _________________ are found in a good recipe.

17. Ingredients, method, equipment, oven temperature, baking time, and yield are the basic parts of a ___________ ________________.

18. Peanut Butter Marshmallow Bars

1/2 cup peanut butter
1/4 stick margarine
1/2 pound marshmallows
5 cups dry cereal (Cheerios, Kix, Sugar Jets, or Trix)

Melt peanut butter, margarine, and marshmallows over hot water. Place cereal in large bowl. Stir in peanut butter mixture. Blend well. Spoon into 9 x 9 by 1 3/4 inch pan rubbed with margarine. Cool in pan. Cut into 1 1/2 by 3 inch bars. Makes 18 bars.

This is an example of a __________ ______________.

II. Introduction to basic preparation equipment and practices
A. Introduction to recipe study

HOME EXPERIENCE RECIPE TEST

Name ________________________________

Circle the following parts of a recipe. Then identify those parts by name.

1. Ingredients
2. Measurements
3. Word to explain an ingredient
4. Method
5. Oven temperature
6. Oven time
7. Pan size
8. Servings
9. Way to serve

COTTAGE PUDDING

1 3/4 cups flour
2 tsp. baking powder
1/2 tsp. salt
1/4 cup soft shortening
3/4 cup sugar
1 egg
3/4 cup milk
1 tsp. vanilla

Heat oven to 350° (mod.). Grease and flour a square pan, 9x9x1-3/4". Measure flour by dip-level-pour method or by sifting. Stir flour, baking powder, salt in bowl. Add remaining ingredients; beat until smooth. Pour into pan. Bake 25-30 minutes. Serve warm, cut in 3" squares with hot vanilla, lemon or nutmeg sauce.

VANILLA, LEMON OR NUTMEG SAUCE

1 cup sugar
2 tbsp. cornstarch
2 cups water
1/4 cup butter
2 tsp. vanilla or 2 tbsp. lemon juice with 2 tbsp. grated lemon rind or 2 tsp. nutmeg

Mix sugar and cornstarch in saucepan. Gradually stir in water. Boil 1 minute, stirring constantly. Stir in butter and flavoring. Makes 2 cups.

600 - 75b

Circle True or False.

T F 10. Ingredients and amounts are abbreviated in a good recipe to save space.
T F 11. 8 T is the correct way to indicate the simplest amount of that measurement in a recipe.
T F 12. In a good recipe the ingredients and amounts are given in order of use.
T F 13. A good recipe becomes reliable through much testing.
T F 14. A good recipe tells one the equipment to use for mixing and beating.

Complete the following:

15. A good recipe gives the yield which means ________________________________.
16.-17. A word picture or description of doneness is given in addition to the __________________ and __________________.

ANSWER KEY
10. F
11. F
12. T
13. T
14. T
15. Number and size of servings
16.-17. Time and temperature

II. Introduction to basic food preparation, equipment and practices

B. Introduction to food terminology

CUTTING AND CHOPPING TERMS

BREAK:	To divide lettuce or other salad greens into pieces
CHOP:	To cut into fine pieces with a knife or mechanical cutter
CORE:	To remove the seeds and the core of an apple
CUBE:	To cut food into even squares
DICE:	To cut into very small cubes
FLUTE:	To cut a vegetable so that it has a grooved edge
GRATE:	To scrape into small pieces on a rounded or flat surface that has tooth-edged punctures
GRIND:	To cut or crush food in a food chopper
JULIENNE:	To cut food into shoe-stringlike strips
MINCE:	To chop or cut into very small pieces
MASH:	To press food into a pulp or small pieces with an up and down motion of a fork, potato masher
PARE:	To cut off outer skin or covering of a fruit or vegetable
PEEL:	To pull off the outer skin or rind of a fruit or vegetable
PIERCE:	To stick a fork into food, such as a baked potato to allow steam to escape
PIT:	To remove the pit or seed from a fruit
POUND:	To beat meat with a mallet or the edge of a saucer to break the connective tissues to make the meat more tender
PUREE:	To press fruit or vegetable through a fine sieve
SCRAPE:	To remove the skin by rubbing it with the sharp edge of a knife
SCORE:	To cut narrow gashes part way through outer surface of food to prevent curling
SHRED:	To cut or tear into small, long, narrow pieces
SLICE:	To cut across into flat pieces
SLIT:	To cut a long, narrow opening without cutting all the way through the food
SLIVER:	To cut or shred into long thin pieces
SNIP:	To cut a small amount with one short stroke
SQUEEZE:	To exert pressure to get the juice out of a fruit
TEAR:	To pull salad greens into pieces
WEDGE:	To cut into the shape of a wedge

600 - 76b

II. Introduction to basic food preparation, equipment and practices
B. Introduction to food terminology

MIXING AND MEASURING TERMS

BEAT:	To lift and turn mixture over and over with a swift motion, making it smooth and putting air into it
BLEND:	To mix two or more ingredients thoroughly
CREAM:	To beat shortening or a mixture of shortening and sugar until fluffy and creamy
CUT IN:	To blend or mix fat into flour usually using a pastry blender or knife
COMBINE:	To mix two or more ingredients together
CRUMBLE:	To break into small pieces
FOLD IN:	To gently combine ingredients by cutting through the mixture with a rubber spatula
HULL:	To remove the outside covering of a fruit or seed
KNEAD:	To press dough with heel of hand alternately folding and pushing
LEAVENING:	An ingredient in baked products to make them light and porous by releasing or forming gas during baking
LEVEL:	To even off in measuring with the aid of a metal spatula
MIX:	To combine ingredients, usually by stirring
PRESS:	To pack or push down on a mixture or ingredient
SIFT:	To put through a fine sieve to incorporate air and to separate particles
STIR:	To mix foods with a circular motion
SCALLOP:	To bake in a sauce
SEASON:	To add salt, pepper, spices, herbs or other seasonings to improve the flavor of food
WHIP:	To beat rapidly to incorporate air, to produce volume, as in whipped cream, egg whites or whipped gelatin

II. Introduction to basic food preparation, equipment and practices
B. Introduction to food terminology

BAKING TERMS

BAKE:	To cook by dry heat in an oven
BARBECUE:	To baste meat from time to time with a highly seasoned sauce as it cooks over hot coals, in an oven or under a broiler
BASTE:	To moisten food while it is cooking by spooning liquid or fat over it
BREAD, COAT OR FLOUR:	To cover all sides of a food with one ingredient or a mixture of ingredients
BROIL:	To cook directly under heating unit or over the coals of an open fire
BRUSH:	To use a brush, folded paper or a cloth to spread a thin coat of melted butter, oil, or beaten egg on a food
DOT:	To put small pieces of butter, cheese or nuts on top of a food
GREASE:	To rub food or a pan lightly with shortening or salad oil
PREHEAT:	To heat an oven to the correct temperature before putting in the food to cook
ROAST:	To cook meat, uncovered in an oven without added moisture

600 - 78b

REFRIGERATOR TERMS

CHILL:	To cool in a refrigerator
THAW:	To defrost

II. Introduction to basic food preparation, equipment and practices
B. Introduction to food terminology

TOP OF RANGE TERMS

BLANCH:	To place quickly into boiling water to loosen skin from tomatoes or fruit
BOIL:	To cook in steaming liquid in which bubbles are breaking on the surface
BRAISE:	To brown meat or vegetables in a small amount of hot fat and then cook slowly in a covered pan with a small amount of liquid
BROWN:	To pan fry, bake, broil or roast until food takes on a brown color
CANDY:	To cook a second time in sugar or syrup
CARMELIZE:	To melt white or brown sugar to a golden brown syrup over very low heat
DREDGE:	To coat thickly with flour or a flour mixture
DIP:	To put food into something and take it out quickly
DISSOLVE:	To liquefy or melt into liquid state
DRIPPINGS:	Fat and juice from meat that collects in bottom of roasting pan
FRENCH FRY:	To cook in hot fat deep enough to more than cover the food
FRY:	To cook in hot fat in pan on top of the range
GLAZE:	To coat food with sugar, icing, syrup or jelly
GREASE:	To rub food or a pan lightly with shortening or salad oil
PAN BROIL:	To cook uncovered in ungreased or lightly greased hot skillet, pouring off fat as it accumulates
PRESSURE COOK:	To cook food in an airtight container at high temperatures under steam pressure
PAR BOIL:	To partially cook in boiling water
POACH:	To cook by surrounding with simmering water or other liquid
SAUTE:	To brown quickly in skillet in small amount of fat
SCALD:	To heat to a temperature just below the boiling point; to pour boiling water or liquid over a food
SEAR:	To brown surface quickly in a hot skillet
SIMMER:	To cook in liquid just below the boiling point
SMOTHER:	To cover a food with a thick layer of some ingredient
SOAK:	To put food in enough liquid to cover for a specified length of time
STEAM:	To cook in the steam which arises from a pan of boiling water or other liquid
STEEP:	To extract flavor, colors or other qualities from a substance by allowing it to stand in liquid just below the boiling point
STEW:	To simmer foods slowly in small quantity of water for a long time

600 - 79b

II. Introduction to basic food preparation, equipment and practices
B. Introduction to food terminology

FOOD AND SERVING TERMS

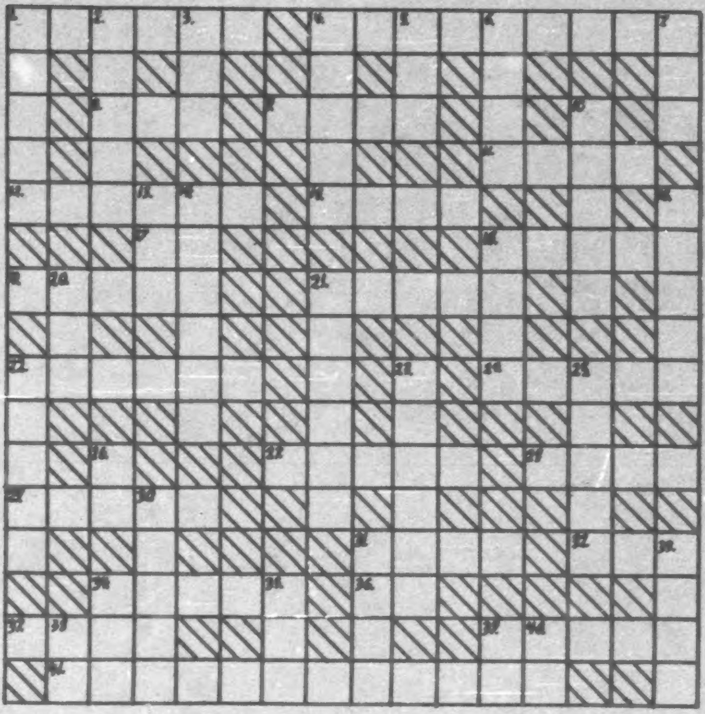
A LA CARTE:	To choose from a whole list, dish by dish, rather than ordering a set combination
A LA KING:	Food served in a rich cream sauce, seasoned with chopped green pepper and/or pimento
A LA MODE:	To top with ice cream
APPETIZERS:	A tasty bit of food served before or at the beginning of a dinner
AU GRATIN:	To cover with browned bread crumbs often using butter and cheese
BATTER:	A mixture of flour, a liquid and other ingredients that will pour or drop from a spoon
BOUILLON:	A clear meat broth
BROTH:	A liquid extracted by cooking food, usually in water on top of the range
CHOWDER:	A cream soup made of fish and/or vegetables
COBBLER:	A dessert with rolled sweetened biscuit dough topping a hot, thickened fruit filling
CONDIMENT:	A seasoning
CONSOMME:	A clear broth made of veal and/or chicken
CREPE:	A very thin crisp pancake
CROUTONS:	Small cubes of bread, fried or toasted until crisp; served with soups
DOUGH:	A mixture of flour, a liquid and other ingredients which is thick enough to hold its shape when dropped from a spoon or to be rolled or kneaded
GARNISH:	To decorate with portions of colorful and contrasting food
HORS D'OEUVRES:	Dainty, attractive appetizers of hot or cold food, varied in shape
MARINATE:	To soak food in an oil-acid mixture for added flavor
MOLD:	To shape food into a form
SPRINKLE:	To scatter sugar, flour, etc., over a food
STUFF:	To fill a food with another food
TOSS:	To lightly mix ingredients with a lifting motion using two implements

600 - 80b

II. Introduction to basic food preparation, equipment and practices

B. Introduction to food terminology

TOP OF THE RANGE AND CUTTING AND CHOPPING TERMS
CROSSWORD PUZZLE



ACROSS

1. To cook in liquid just below the boiling point.
4. To cook in hot fat deep enough to more than cover the food.
8. An acorn is a _______________.
9. To cut food into even squares.
11. To cut off outer skin or covering of a fruit or vegetable.
12. To coat thickly with flour or flour mixture.
15. An excellent source of protein.
17. Either.
18. To cook by surrounding with simmering water or other liquid.
19. To brown quickly in a skillet in a small amount of fat.
21. To press fruit or vegetable through a fine sieve.
22. To brown meat or vegetable in a small amount of hot fat and then cook slowly in a covered pan with a small amount of liquid.
24. To beat meat with a mallet or the edge of a saucer to break the connective tissues to make the meat more tender.
27. To cook directly under heating unit or over the coals of an open fire.
28. To simmer foods slowly in a small quantity of water for a long time.
29. To cut in the shape of a wedge.
31. To brown surface quickly in a hot skillet.
32. To lick up liquid foods with the tongue, like a dog.
34. To cook a second time in sugar or syrup.
36. Either.
37. To cover all sides of a food with one ingredient or a mixture of ingredients.

TOP OF THE RANGE AND CUTTING AND CHOPPING TERMS CROSSWORD PUZZLE, continued

39. A rich cake
41. To cook food in an airtight container at high temperature under steam pressure

DOWN

1. To heat to a temperature just below the boiling point; to pour boiling water over
2. To chop or cut into very small pieces
3. To consume food
4. To decorate the edge of a pie crust
5. Always check the measurements of liquids at _________ level
6. To cut into fine pieces with a knife or mechanical cutter
7. The opposite of no
10. To divide lettuce or other salad greens into pieces
13. To put small pieces of butter, cheese or nuts on top of food
14. To rub food or a pan lightly with shortening or salad oil
16. To cut or tear into small, long, narrow pieces
18. The sound of a newly hatched bird
20. We need this to breathe
21. To cook in skillet in small amount of fat
22. To pan fry, bake, broil, or roast until food takes on a brown color
23. To cut or shred into long, very thin pieces
25. Till
26. Short for the word, advertisement
30. To scrape into small pieces on a rounded or flat surface that has toothedged punctures
31. A wound
33. To pull off the outer skin or rind
34. Automobile
35. Opposite of me
38. Short for the word, optical
39. A word used to indicate direction
40. Abbreviation for okay

ANSWER KEY

ACROSS

1. simmer
4. french fry
8. nut
9. cube
11. pare
12. dredge
15. eggs
17. or
18. poach
19. saute
21. puree
22. braise
24. pound
27. broil
28. stew
29. wedge
31. sear
32. lap
34. candy
36. or
37. coat
39. torte
41. pressure cook

DOWN

1. scald
2. mince
3. eat
4. flute
5. eye
6. chop
7. yes
10. break
13. dot
14. grease
16. shred
18. peep
20. air
21. panfry
22. brown
23. sliver
25. until
26. ad
30. grate
31. sore
33. peel
34. car
35. you
38. op
39. to
40. OK

II. Introduction to basic preparation, equipment and practices
B. Introduction to food terminology

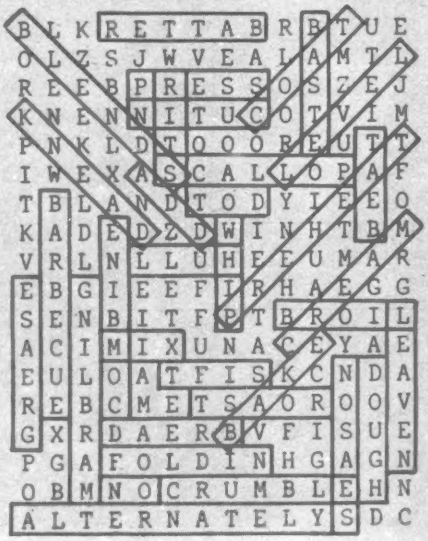
Name ______________________________

WORD SEARCH
BAKING, MIXING AND MEASURING TERMS

```
B L K R E T T A B R B T U E
O L Z S J W V E A L A M T L
R E E B P R E S S O S Z E J
K N E N N I T U C O T V I M
P N K L D T Q Q O R E U T T
I W E X A S C A L L O P A F
T B L A N D T O D Y I E E O
K A D E D Z D W I N H T B M
V R L N L L U H E E U M A R
E B G I E E F I R H A E G G
S E N B I T F P T B R O I L
A C I M I X U N A C E Y A E
E U L O A T F I S K C N D A
R E B C M E T S A O R O O V
G X R D A E R B V F I S U E
P G A F O L D I N H G A G N
O B M N O C R U M B L E H N
A L T E R N A T E L Y S D C
```

1. Add
2. Alternately
3. Bake
4. Barbecue
5. Baste
6. Batter
7. Beat
8. Blend
9. Bread
10. Broil
11. Coat
12. Combine
13. Cream
14. Crumble
15. Cut in
16. Dot
17. Dough
18. Fold in
19. Grease
20. Hull
21. Knead
22. Leaven
23. Marbling
24. Level
25. Mix
26. Preheat
27. Press
28. Roast
29. Scallop
30. Season
31. Sift
32. Stir
33. Whip

ANSWER KEY



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B L K R E T T A B R B T U E
O L Z S J W V E A L A M T L
R E E B P R E S S O S Z E J
K N E N N I T U C O T V I M
P N K L D T Q Q O R E U T T
I W E X A S C A L L O P A F
T B L A N D T O D Y I E E O
K A D E D Z D W I N H T B M
V R L N L L U H E E U M A R
E B G I E E F I R H A E G G
S E N B I T F P T B R O I L
A C I M I X U N A C E Y A E
E U L O A T F I S K C N D A
R E B C M E T S A O R O O V
G X R D A E R B V F I S U E
P G A F O L D I N H G A G N
O B M N O C R U M B L E H N
A L T E R N A T E L Y S D C
```

II. Introduction to basic preparation, equipment and practices
B. Introduction to food terminology

Name ____________________

WORD JUMBLE
FOOD AND SERVING TERMS

1. p e n c a a _ _ _ _ _ _
A tiny piece of toasted bread topped with cheese, meat or seafood

2. b b r e o c l _ _ _ _ _ _ _
A dessert with rolled, sweetened biscuit dough topping a hot, thickened fruit filling

3. t z r e i s p e a p _ _ _ _ _ _ _ _ _ _
A tasty bit of food served before or at the beginning of a dinner

4. c t e r a a a l _ _ _ _ _ _ _ _
To choose from a whole list, by dish, rather than ordering a set combination

5. s m m e o o n c _ _ _ _ _ _ _ _
A clear broth made of veal and/or chicken

6. t n o o u c s r _ _ _ _ _ _ _ _
Small cubes of bread, fried or toasted until crisp; served with soups

7. h n a r g s i _ _ _ _ _ _ _
To decorate with portions of colorful and contrasting food

8. t r b o h _ _ _ _ _
A liquid extracted by cooking, usually in water on top of range

9. f s t f u _ _ _ _ _
To fill a food with another food

10. t n i e a a m r _ _ _ _ _ _ _ _
To soak food in an oil-acid mixture for added flavor

11. w d r e h o c _ _ _ _ _ _ _
A cream soup made of fish and/or vegetables

12. l i u b l o o n _ _ _ _ _ _ _ _
A clear meat broth

13. o t s s _ _ _ _
To lightly mix ingredients with a lifting motion using two implements

14. r p e e c _ _ _ _ _
A very thin, crisp pancake

15. d m n t e i n c o _ _ _ _ _ _ _ _ _
A seasoning

16. l a g k n i a _ _ _ _ _ _ _
Food served in a rich cream sauce seasoned with chopped green pepper or pimento

600 - 84b

WORD JUMBLE
FOOD AND SERVING TERMS, continued

17. i t r a u a g n _ _ _ _ _ _ _ _
To cover with browned bread crumbs using butter and cheese

18. d e u r e v o s o r h _ _ _ _ _ _ _ _ _ _ _ _
Dainty, attractive appetizers of hot or cold food, varied in shape

---

ANSWER KEY

1. canape
2. cobbler
3. appetizers
4. ala carte
5. consomme
6. croutons
7. garnish
8. broth
9. stuff
10. marinate
11. chowder
12. bouillon
13. toss
14. crepe
15. condiment
16. a la king
17. au gratin
18. hors d' oeuvres

II. Introduction to basic food preparation, equipment and practices
C. Importance of kitchen safety and sanitation practices

SAFETY IN THE FOODS LABORATORY

Safety in the kitchen is mandatory for you to prevent injury to yourself, others, and equipment. You can prevent accidents from happening by: A) being aware of how they happen, B) following safe practices and procedures, and C) following procedures to eliminate hazards.

Choice of Potholders

Well insulated, large enough to cover the hot area that you are using them on. Keep them close to where needed. Keep them dry; wet potholders or dischloths conduct heat rapidly. Discloths, towels, and aprons are not to be used as potholders; they are not insulated and may catch on fire.

Operation of Heating Units or Burners

Check controls to see if the burner is on--never touch the burner.

Place only pots and pans having cooking substances in them on the unit and then turn the unit on.

You watch the cooking foods and turn the control off when you remove the pan from the unit.

Never place dishcloths, towels, cookbooks, aprons, potholders, etc., on the burners.

Use potholders when removing pans from the range and when removing lids. Be sure to direct the steam away from you and others in the room.

Whenever possible, use wooden spoons to stir cooking foods; when using metal spoons remove them from the substance and place in a spoon rest or on a paper towel beside the range.

Turn handles of pots and pans toward the center of the range.

Use a taster spoon when sampling--never use the stirring spoon or fork.

Prevent burns when draining hot liquid from a cooked product by using a large insulated potholder. Run cold water in the sink, hold lid on securely and drain. Make sure steam is directed away from body.

Oven Safety

Before pre-heating the oven, check the rack adjustment and make sure there is nothing in the oven.

Turn the oven light on and leave it on during the baking time.

Keep oven doors closed except when broiling in electric ovens.

Don't bend into the oven; open the door completely, pull out the rack, then test the food, or season the food, etc., safely.

600 - 86b

Fire Safety

In case of fire keep calm; learn how to use the fire extinguisher. Remove the pin, point the nozzle toward the base of the fire and spray at the base of the fire.

Smother fires in the oven or on top of the range with baking soda.

Avoid carrying any hot foods across the kitchen, except for the area in which you are working.

Grease burns. Keep a careful watch on any type of grease. When it begins to smoke, remove it from the heating unit. Never put water on grease, as grease is hotter and causes the water to break into steam bubbles which may cause severe burns. Never carry burning grease outside.

Sanitation Procedures

Everything you use must be spotless before using and spotless when it is returned to its proper place.

Chopping boards are very unsanitary when crumbs, etc., are left in the wood or in the corners. Clean your chopping block after each use.

Never sneeze or cough in or above food.

Always wash hands after blowing your nose, touching your face or your hair.

Never touch eating surfaces or drinking surfaces or other's utensils when setting food or dishes on the table.

Use kitchen tongs to turn frying foods or to remove food from hot water, as well as when placing food on plates for serving.

Store all left over foods properly in a sealed airtight container, labeled as to contents, date, and class hour.

Wear the proper clothing when working with foods, either a hair net or scarf with the hair tied back in a ribbon or rubber band, and an apron.

Scrub hands and finger nails thoroughly before touching food.

Working Safely at the Sink

Never place a hot pan in a sink containing cold water, even to soak it--until it has cooled. Extreme temperature changes cause warping.

Use the garbage disposer for all garbage; never let any type of food go down the sink drains.

Wash sharp knives or any other sharp or rough pieces of equipment one at a time as soon as you place them in the dishwater. Store sharp knives in a knife rack - covered cloth or cardboard covering. Remember, a sharp knife is less dangerous than a dull knife.

600 - 87b

SAFETY IN THE FOODS LABORATORY, continued

Working Safely at the Sink

Use a rubber mat in the bottom of the sink to prevent breakage.

Stack dishes in small stacks so they will not tumble and break.

Wipe up spills on counter tops and floors with a damp rag or paper towel as soon as they occur. Never leave sticky or slippery spots.

Working Safely with Appliances

Use dry hands when connecting or disconnecting appliances.

Disconnect electrical appliances by the plug, not the cord.

Make sure the floor is dry when connecting or disconnecting appliances.

Never use a fork, knife, or any other metal object inside the toaster when it is plugged in.

When washing electrical appliances, do not place the controls and/or outlets into the water.

Use a rubber scraper in the electric mixer bowl when the mixer is operating.

Follow manufacturer's directions carefully when using appliances unfamiliar to you.

Working Safely at the Preparation Center

Keep cupboard doors and drawers closed while working in the kitchen.

When moving with a knife or kitchen shears, be careful; never use this type of object to point with.

Use the chopping block when using knives and other cutting or chopping equipment; never use your hands or the counter tops.

Report any faulty equipment to the instructor.

When something accidentally breaks, tell the instructor, then wrap all the contents and the broken container in paper toweling, tape it securely, label it "broken glass" and place it in the trash can.

Follow all rules of properly cooking foods to prevent extra spattering, loss of nutrition, and burning foods.

600 - 88b

II. Introduction to basic preparation, equipment and practices
C. Importance of kitchen safety and sanitation practices

TO THE TEACHER

Title: HOME SAFE BASEBALL*

Substantive Area: Foods and Nutrition/Safety in the Kitchen

Performance Level: Beginning Level/EMR pupils

Supporting Concept: Importance of safety habits in the kitchen

Performance Objectives:
The student will:
1. identify kitchen safety practices.
2. identify sanitary kitchen practices.

Special Instructions:

Instructional Approach:

This game was developed to be used as a review after a unit on kitchen safety.

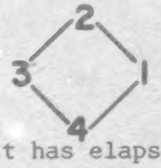
Procedures to Follow:

Divide the class into two groups. Each team member will take his turn at bat selecting a question for a specific point value. Point value one is equivalent to a single hit, two level is a double, three a triple, and four represents a home run. If a team member is at third base and a single is hit, then the runner on third base scores. If a team member advances to third base and a double is hit, the runner on first advances to third base only.

Each team is allowed three outs. If the team member misses answering a question, then he is considered out. To answer a question a time limit is as follows: 30 seconds for point value one, 45 seconds for point value two, 60 seconds for point value three and 75 seconds for point value four.

A score board is to be kept on a chalk board. The diamond is provided with the game and the questions are placed in the respective point value pockets. Baseballs are included to represent the runners. A sheet of tagboard with attached pockets serves as the game board.

HOME SAFE BASEBALL



The game ends when the time limit has elapsed or three innings have been completed.

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*Kathleen A Obenhoffer. The Development and Evaluation of a Kitchen Safety Game for Educable Mentally Retarded Students. Masters Thesis. University of Wisconsin - Stevens Point, 1973.

HOME SAFE BASEBALL, continued

Questions for Cards Placed in Point Pockets

Point Value One (true or false)

Use water on a grease fire.

Pull on the cord to disconnect appliances from the wall.

Clean up spilled liquids and grease right after the meal.

Never use a towel to hold hot pans.

Use water to put out an electrical fire.

Put sharp knives in the dishwater along with other silverware.

Always cut toward yourself.

Use a fork or a knife to lift toast from a toaster.

Dry hands before plugging in electrical appliances.

Use a can opener not a knife to open tin cans.

Point Value Two

What do you use to handle hot pans?

What tool is used to press food into grinders?

What do you hold onto when disconnecting appliances from the wall?

If you put water on a grease fire, what will happen?

Why should you have dry hands before touching electrical equipment?

What type of tool should you use when working with a mixer?

Why shouldn't you put sharp knives in the dishwater?

What would you do with a towel that is on fire?

Point Value Three

What are two ways to put out a grease fire?

What is the meaning of the UL label on appliances?

Why should you not use a metal spoon, fork, spatula, or wooden spoon in a mixer while it is on?

Why do you wipe up spilled foods immediately?

How do you put out an electrical fire?

What are two reasons for using cold water in a garbage disposal?

Why do you use hot soapy water to wash dishes?

Why should you close cupboard doors?

Why do you keep the handles of kettles pointed to the back of the range?

Point Value Four

How do you disconnect an appliance with a heating element?

I am washing dishes. I do not like the music playing on the radio. I want to change the station. What should I do?

I am frying bacon. The grease starts on fire. I do not have any baking soda. What can I do to put out the fire?

I want to buy a toaster. There is a toaster on sale at the discount store. It does not have the UL label. It does not cost as much as a toaster with the UL label. Which toaster would I buy?

I am washing dishes. I do not have many dishes so I will put in all of the dishes, silverware, glasses, and sharp knives at one time. I cut myself on the sharp knives. How can I keep from cutting myself?

I am helping my mother make supper. My little brother, Jimmy, is playing in the kitchen. Someone is knocking at the door. Mom goes to see who is there. Jimmy reaches up to the kettle of stew on the range. I have to run to move the kettle so he does not spill the stew and burn himself. What can I do so this does not happen again?

600 - 91b

II. Introduction to basic food preparation, equipment and practices
C. Importance of kitchen safety and sanitation practices

DANGER SIGNALS--APPLIANCES

1. Signal lights or thermostat blinking on and off means a loose connection.

2. Slight shock when handling the appliance tells you something is wrong. Inspect it for loose wires, poor insulation, or use of a "ground wire".

3. Loose rubber insulation on cords can expose electric wires and make a serious shock hazard. Have the cords repaired immediately or discard them.

4. Many appliances or large appliances that are all hooked up to one circuit causes overloading and overheating which could cause a fire. Lights may get dim and appliances may take a long time to heat.

5. Overloaded circuits may cause blown fuses or tripped circuit breakers--do not overload.

6. Be sure fuses are the right sizes to prevent too much power for wires to carry. Fires can be caused from overheated motors, from wrong fuse used or a use of a penny to repair temporarily.

7. Repair loose or damaged outlets, sockets, and switches.

8. Have wiring checked periodically for safety. Wiring on old appliances or in old houses should be checked before using.

9. Learn how to change fuses.

10. Learn how to repair plugs on a cord--it saves time, money, and sometimes homes.

600 - 92b

II. Introduction to basic preparation, equipment and practices
C. Importance of kitchen safety and sanitation practices

KITCHEN INSPECTION LABORATORY CLEAN-UP

Kitchen Number __________ Class Hour _________ Date __________

Name of Student for Duty

1. ____________________ Readiness for class--personal items neat and in their proper places, hair tied back, aprons and scarves on, hands and nails clean, everyone quiet and sitting down for roll call by the time the bell rings.

2. ____________________ Lab preparation--well organized, neat, used trays, cleaned up as preparations were done, students well organized and knew their jobs, functioned properly and quietly.

3. ____________________ Time management--the work was divided evenly, all students listened to directions, used their time well and cooperated with others in the group.

4. ____________________ Equipment--cleaned and returned to it's proper storage place in the laboratory.

5. ____________________ Canisters are filled 3/4 full, cleaned and properly lined up for the next class.

6. ____________________ Kitchen or group table washed and crumbs swept up around it. Chairs and table lined up properly.

7. ____________________ Counter tops are washed spotlessly clean and left dry.

8. ____________________ Cupboards and drawers on the preparation or mixing side (opposite the range) are cleaned inside and out, and have been checked for proper equipment neatly stored in each one.

9. ____________________ Cupboards and drawers on range side--same as #8 above.

10. ____________________ Range heating units have been turned off and cleaned. The rest of the range is free from any spots.

11. ____________________ Kitchen floor is swept clean, large dirty spots are mopped up.

12. ____________________ Sinks are free from any water spots and clean; the drain is turned upside down and placed in the drain area.

13. ____________________ All used dishcloths and towels are placed in the washing machine or hung up to dry in the correct area in the kitchen. A new supply of three each of clean towels and cloths are placed in the drawer for the next class.

14. ____________________ Aprons and scarves are neatly folded and placed in the section labeled for your hour. An adequate supply of paper toweling is left for the next class.

15. ____________________ All left overs or food that has been prepared has been properly stored, labeled, and taken care of.

16. ____________________ Demonstration kitchen is left clean.

600 - 93b

II. Introduction to basic preparation, equipment and practices
C. Importance of kitchen safety and sanitation practices

KITCHEN SAFETY QUIZ

Circle T or F beside each statement.

T F 1. Store foods and utensils close to where you will be using them.

T F 2. Clean up spills after you have finished preparing a meal.

T F 3. A sharp knife is less dangerous than a dull one.

T F 4. When washing knives, place them in the dishwater all at the same time.

T F 5. When slicing foods, slice them on a cutting board.

T F 6. Try to strain out the glass if you have broken a jar when opening it.

T F 7. Turn pan handles toward the center of the range when cooking.

T F 8. Direct steam away from your body when lifting up a lid.

T F 9. The boiling point of water is lower than that of fat.

T F 10. It is acceptable to plug in appliances with wet hands.

T F 11. Use baking soda to smother a fire.

T F 12. Put cold water in hot pans to soak the particles cooked in.

T F 13. After you have turned on the oven, check to see if something is inside.

T F 14. Place the racks in the oven where desired before turning on the oven.

T F 15. Running cold water on a minor burn is the best treatment.

T F 16. Do not use silverware or any metal object to get out a piece of toast when the toaster is plugged in.

T F 17. Do not set hot pans or dishes on the range top or formica counter.

T F 18. Steam does not burn the skin.

T F 19. Use water to put out a grease fire.

T F 20. Use pyrex or ovenproof glass in the oven.

T F 21. Use a separate taster spoon for sampling while cooking.

T F 22. Check the controls rather than touching the burner to see if the burners are turned on.

T F 23. Place empty pots and pans on the cooking unit, turn the unit on and then add the food or substance to be cooked.

KITCHEN SAFETY QUIZ, continued

T F 24. Keep oven doors closed except when broiling in the electric oven.

T F 25. When rinsing food off plates, allow small particles of food to go down the sink drains, but put the larger food wastes down the garbage disposer.

T F 26. Use a rubber mat in the bottom of the sink to prevent breakage.

T F 27. Stacking dishes in high stacks is acceptable as long as nothing gets broken.

T F 28. Disconnect electrical appliances by the cord, not the plug.

T F 29. Leave the drawers and cupboard doors open to make it easier to get the equipment out when you need it.

T F 30. When using the fire extinguisher, point the nozzle towards the base of the fire.

T F 31. When peeling carrots or potatoes, cut away from your body.

T F 32. Whenever possible, use a metal spoon for stirring and mixing.

T F 33. When going to the supply area, every student from the unit helps carry something back to the kitchen.

T F 34. A wet potholder is as good as a dry one.

T F 35. If your clothes catch on fire, run to the supply area to get the fire blanket to smother the flames.

600 - 95b

ANSWER KEY

1. T
2. F
3. T
4. F
5. T
6. F
7. T
8. T
9. T
10. F
11. T
12. F
13. F
14. T
15. T
16. T
17. T
18. F
19. F
20. T
21. T
22. T
23. F
24. T
25. F
26. T
27. F
28. F
29. F
30. T
31. T
32. F
33. F
34. F
35. F

CORRECT WAYS TO MEASURE

Ingredients	What to Use	How to Measure (Always measure level)
Shortening	Nested cups	Scoop from can to cup with scraper. Press into cup firmly, level off. For cold, solid fats, let stand at room temperature until soft, then measure.
Flour	Nested cups	Sift flour, even if it is pre-sifted. Spoon sifted flour into measuring cup without shaking or packing down. Level off top with spatula.
Liquids	Graduated glass measuring cup	Measure and read at eye level. Scrape cup after pouring out.
Sugar and Other Solids	Nested cups or measuring spoons	Spoon into cup or spoon. Level off with spatula. For brown sugar, pack firmly into cup with spoon, then level.

600 - 96b

WHY SIFT? Sift all flour just before measuring. Even pre-sifted flour packs down in storage. With packed flour you get more in the cup so baked goods may be dry and heavy. Sifting unpacks and adds air to flour so you get the same amount every time you measure.

II. Introduction to basic food preparation, equipment and practices
D. Introduction to measurement techniques, abbreviations, and equivalents

TOOLS OF THE TRADE
HOW TO UNDERSTAND THE RECIPE

16 T. = _____C.

8 T. = _____C.

1/4 C. = _____Tbsp.

1/3 C. = _____Tbsp.

1 T. = _____tsp.

1 qt. = _____C.

1 gal. = _____qts.

1 gal. = _____C.

1 C. = _____oz.

1 C. butter = _____ number of sticks

1 lb. butter = ____ number of sticks

1/4 C. = __________ number of sticks

1. Measuring spoons come in what standard sizes?

2. How are dry measuring cups different from liquid measuring cups?

3. Dry measuring cups come in what sizes?

4. Liquid measuring cups come in what sizes?

5. Name 2 abbreviations for tablespoon ______ ______

6. Name 2 abbreviations for teaspoon ______ ______

7. Name one abbreviation for cup ______

pint ______

quart _____

pound _____

ounce _____

8. Use measuring spoons when measuring less than _________.

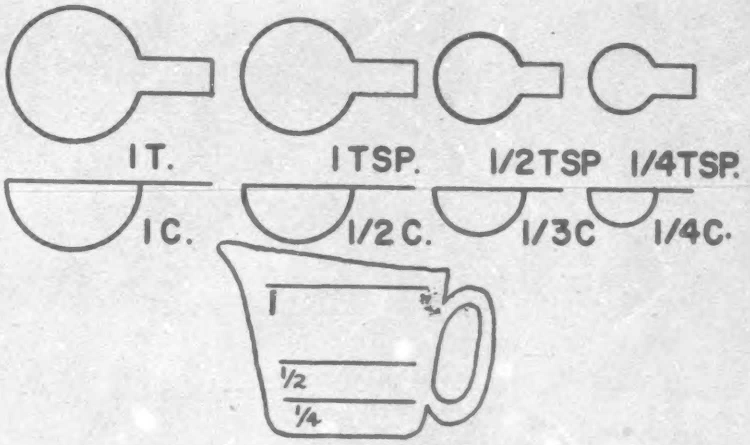
9. How should you use dry measuring cups correctly?

10. How should you use liquid measuring cups correctly?

600 - 97b

II. Introduction to basic food preparation, equipment and practices
D. Introduction to measurement techniques, abbreviations, and equivalents

CAN YOU MEASURE UP?



These are the tools you need:

A SET OF MEASURING SPOONS made of metal or plastic.
A NEST OF DRY MEASURES made of metal or plastic. Each fits within the other.
A LIQUID MEASURE made of glass or plastic. It is marked into thirds, quarters, and halves. Notice that the one cup line is below the rim and that there is a lip for pouring. Two cup and one quart sizes are also available.

MEASUREMENT TABLE

1 T. = 3 tsp.

4 T. = 1/4 c.

1/3 c. = 5 T. + 1 t.

1 c. = 16 T.

1 pt. = 2 c.

1 qt. = 4 c.

2 T. = 1 fluid ounce

1 c. = 8 fluid ounces

MEASUREMENT ABBREVIATIONS

T. or Tbsp. = tablespoon

t. or tsp. = teaspoon

c. = cup

f.g. = few grains

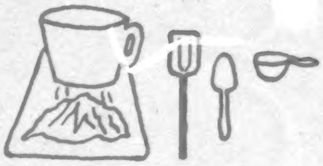
pt. = pint

qt. = quart

oz. = ounce

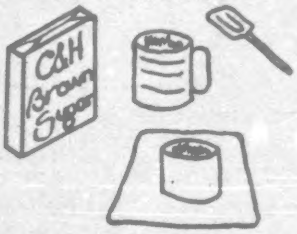
600 - 986

FLOUR:



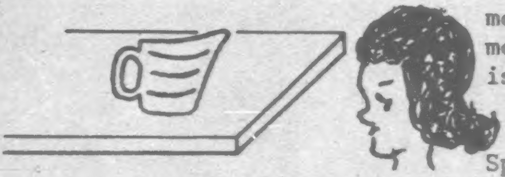
Sift flour once onto waxed paper. Spoon the flour lightly into a measuring cup until the cup is heaped. Level the flour off with the edge of a narrow spatula. SUGAR, BAKING POWDER, SODA, AND other dry ingredients are measured in the same way but are not sifted before. POWDERED SUGAR is usually sifted before measuring.

BROWN SUGAR:



If brown sugar is lumpy, roll it first with a rolling pin or sift it. Spoon the brown sugar into the measuring cup. Pack each spoonful firmly. Level it off with the edge of the metal spatula. When the sugar is emptied out of the cup, it should keep the shape of the cup.

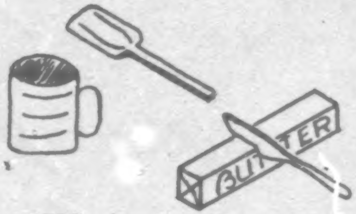
LIQUIDS: Set the liquid measure on an even surface with your eyes level with the measurement mark. Fill to that point. If the surface is uneven or you look from an angle, your measurements may be off. When using measuring spoons to measure liquids, pour the liquid into the spoon until it is barely full.



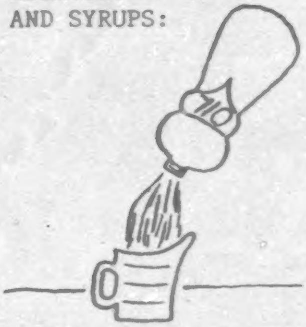
SOLID SHORTENINGS: Spoon the shortening into the measuring cup, pack it into all the corners making sure there are no air spaces left. Level the shortening off with a metal spatula and remove it from the cup with a rubber spatula.

NOTE: Solid shortenings are easiest to measure when they are at room temperature.

BUTTER AND MARGARINE which are in quarter pound sticks and have a wrapper on which the measurements are marked need not be remeasured. These are called "self measures."



OILS MOLASSES AND SYRUPS: Use a liquid measuring cup for these. Pour the ingredient into the measuring cup which is at eye level and on a flat or level surface. Use a rubber spatula to remove all the ingredients from the cup. Oils, molasses, and syrups are easier to remove from the measuring cup if it has been rinsed in hot water first or if some other liquid ingredient such as milk has been measured in the same cup before.



600 - 996

II. Introduction to basic food preparation, equipment and practices
D. Introduction to measurement techniques, abbreviations, and equivalents

QUIZ

COMMON ABBREVIATIONS FOR FOOD PREPARATION

t., tsp = ____________

T., tbsp = ____________

C = ____________

pt = ____________

qt = ____________

gal = ____________

pk = ____________

bu = ____________

sq = ____________

^{o}F = ____________

s or sml = ____________

med = ____________

F.G. = ____________

oz = ____________

lb = ____________

lg = ____________

wt = ____________

cal = ____________

fl oz = ____________

EQUIVALENTS OF COMMON HOUSEHOLD MEASURES

3 t = ____________

16 T = ____________

8 fluid ounces = ____________

1 fluid ounce = ____________

2 C = ____________

2 pt = ____________

4 qt = ____________

8 qt = ____________

4 pk = ____________

16 oz = ____________

pinch = ____________

1 C = ____________

3/4 C = ____________

1/2 C = ____________

1/4 C = ____________

1/3 C = ____________

1 pound butter = ____________

1/2 pound butter = ____________

1/4 pound butter = ____________

1/2 stick butter = ____________

600 - 100b

II. Introduction to basic food preparation, equipment and practices
E. Identification of appropriate equipment and utensils in each kitchen work center

TOOLS OF THE TRADE

1. Measuring Equipment
   - Supply tray
   - Liquid measuring cups
   - Nested dry measuring cups
   - Measuring spoons
   - Metal spatula
   - Sifter
   - Waxed paper
   - Spoons
   - Canister set
   - Scoops
   - Timer

2. Mixing and Preparation Equipment
   - Mixing bowls
   - Wire whisk
   - French whip
   - Rotary beater
   - Wooden spoon
   - Slotted spoon
   - Blending fork
   - Rubber spatula
   - Strainer or sieve
   - Tea strainer
   - Fruit juice reamer
   - Gelatin molds
   - Pastry brush
   - Vegetable brush
   - Tongs
   - Rolling pin
   - Pastry cloth and stocking
   - Pastry blender
   - Colander
   - Funnel
   - Bread board

3. Top of Range Equipment
   - Nest of sauce pans
   - Skillet
   - Double boiler
   - Ladle
   - Slotted spoon
   - Meat fork
   - Pancake turner
   - Pressure pan
   - Sauce pan
   - Hot pads
   - Cooling rack
   - Wooden spoon
   - Tea kettle
   - Candy thermometer
   - Asbestos pad
   - Lids
   - Griddle or grill

4. Baking Equipment
   - Round cake pans
   - Square cake pans
   - Rectangular pans
   - Loaf pans
   - Muffin tins
   - Cookie sheets
   - Pie tins
   - Cooling rack
   - Casseroles
   - Custard cups
   - Broiler pan
   - Rotisserie
   - Hot pads
   - Roaster
   - Meat thermometer
   - Baster
   - Jelly roll pan
   - Tube pan

5. Cutting and Chopping Equipment
   - Butcher knife
   - French knife
   - Bread, slicing, carving knives
   - Paring knives
   - Utility or sandwich knives
   - Fruit knife
   - Parer
   - Apple corer
   - Kitchen scissors
   - Pastry blender
   - Biscuit cutter
   - Grater
   - Can opener
   - Lid flipper, bottle opener
   - Potato masher

6. Electric Appliances
   - Table model mixer
   - Hand mixer
   - Toaster
   - Waffle iron
   - Electric frying pan
   - Blender

600 - 101b

III. Introduction to meal planning, preparation and service
A. Introduction to factors affecting meal planning
2. Importance of food and money availability to menu planning and individual needs

BEING A GOOD CONSUMER

Name ______________________________

Planning

1. Why make a shopping list?

2. What categories should a shopping list have, and in what order?

3. What is impulse buying?

4. What are staples?

5. What are three things you can do to serve better meals for less money?

Quality

1. What facts are required by law to be on a label? In what order do the ingredients have to be?

2. What else is included on labels because the manufacturer wants to be helpful?

3. What is net weight? How many ounces are there in one pound?

4. What is a U. S. Inspection and what is it used for?

5. What is a U. S. Grading Stamp and what is it used for?

6. What do you look for in judging the quality of:
   Canned foods:

   Fresh foods:

   Packaged foods:

   Frozen foods:

Stores

1. What different types of food stores are there? What makes each different?

2. What makes a "good" supermarket, one that you would enjoy shopping in?

3. What is comparison shopping?

600 - 102b

A Good Salesman

1. Friendly--whatever the amount you spend, whatever your age
2. Helpful--tells the truth about merchandise
3. Courteous--gives you a chance to decide between products
4. Interested in your needs
5. Well equipped and stocked to serve you
6. Prompt on deliveries
7. Neat in displaying things
8. Sincere and conscientious in dealing with you and his employees

A Good Shopper

1. Is courteous to salespeople
2. Shops during slack hours
3. Knows what she needs, and usually has a list
4. Is able to describe an article
5. Follows good shopping procedures
   a. Inspects purchases
   b. Reads advertising
   c. Reads labels
   d. Keeps up to date and informed on prices and styles
6. Returns unwanted items to proper shelf
7. Avoids unnecessary handling of food

600 - 103b

How to be Absolutely Hateful in Ten Easy Steps

1. Never get on the end of a check-out line--always push ahead of someone.
2. Leave your cart in the middle of an aisle and run off to get something you need. Someone else will move it out of the way.
3. If you meet your friends and decide to chat, don't move to one side. Stand in the middle of the aisle.
4. Let children with you race all over the store--tell them to annoy others.
5. Even if you can shop any time of the day or any day of the week--wait until 5:00 p.m. to do your week's shopping. Business people returning from work won't mind waiting until you're through.
6. If you're in front of a shelf or showcase, don't let anyone else look, too.
7. Stand up for your rights. If someone has one item and the exact change ready, don't let her get ahead of you in line, even if you do have a week's supply of groceries in your cart. Make her wait her turn.
8. When you reach the cashier, don't push the empty cart through to its proper place. Let the person in back of you do it.
9. On a busy shopping day, take up two spaces in the parking lot.
10. Forget to have something weighed and hold up the whole check-out line while you go back to get this done.

III. Introduction to meal planning, preparation and service
    A. Introduction to factors affecting meal planning
        3. Importance of duty and time schedule to work simplification practices

LABORATORY RESPONSIBILITIES OR DUTIES

HOST OR HOSTESS - (MANAGER)

1. Responsible for turning in completed Laboratory Preparation Sheets.
2. Helps cook as well as clean-up.
3. Sees to it that others do their share cooperatively.
4. Selects placemats, dishes, glassware, and centerpiece.
5. Greets and seats guests (others in the unit when there is not a guest), begins conversation, uses correct etiquette for others to follow.
6. Washes counter tops and range.
7. Checks clean-up by using the Laboratory Inspection Sheet.

ASSISTANT HOST, HOSTESS, AND COOK

1. Uses a tray to get all equipment out.
2. Helps cook as well as clean-up.
3. Serves the food.
4. Washes the dishes.
5. Returns equipment to its correct storage place.
6. Places all soiled linen and towels in the washer.

COOK OR CHEF

1. Uses a tray and get the necessary supplies.
2. Helps cook as well as clean-up.
3. Does most of the measuring for the recipe.
4. Washes the outside of the cupboards.
5. Dries the dishes and puts them away.

WAITER OR WAITRESS

1. Sets the table, individual covers, and the centerpiece.
2. Pours the beverage(s).
3. Helps serve the food.
4. Responsible for clearing the table, washing it off, replacing the placemats correctly and replacing the chairs.
5. Correctly disposes of cans or bottles, stores leftovers.
6. Replace clean supply of towels and paper toweling.
7. Sweeps floor.

III. Introduction to meal planning, preparation and service
A. Introduction to factors affecting meal planning
3. Importance of duty and time schedule to work simplification practices

LABORATORY PREPARATION PLANS

COMPLETE AND RETURN TO INSTRUCTOR BEFORE END OF HOUR

1. Kitchen #_____ Class Hour_____

2. Date_________________________

3. Menu or Recipe - List Recipe source and/or page number.

____

4. Market Order - Ingredients Needed:

5. Who will get ingredients?______

6. Who will measure ingredients?

____

7. Who will mix ingredients?______

8. Who will prepare pans or serving dishes and preheat oven?

____

9. List all equipment needed for preparation:

10. Who will get equipment out?

____

11. Who will set the table?_____________

12. Color of placemats_________________

13. Color of napkins__________________

14. Color of dishes___________________

15. Centerpiece______________________

16. Who will clear the table, wash it off, replace placemats, replace table and chairs to correct spot for next class?

____

WHO WILL:

17. Wash dishes?_____________________

18. Dry and put dishes away?___________

19. Store leftovers?__________________

20. Check drawers & cupboards?_________

21. Wash off range & heating unit?

____

22. Wash counter tops?_______________

23. Serving time_____________________

24. Clean-up time____________________

25. Use this space to write specific duties for each worker:

Hostess or Host - Manager __________

____

Waitress or Waiter__________________

____

Cook or Chef______________________

____

Assistant Host, Hostess, and Cook ____

____

III. Introduction to meal planning, preparation and service
A. Introduction to factors affecting meal planning
3. Importance of duty and time schedule to work simplification practices

SCORE CARD FOR LABORATORY PARTICIPATION

Name ______________________ Class Hour ______ Date ____________________

Objective--Identify areas for improvement.
Underline the phrases that best describe your participation in the laboratory.

Organization		
Makes many trips to gather supplies; asks others where items are located and stored; does not follow directions, plans or recipes correctly.	Gathers supplies with few trips; aware of where most items are located and stored; generally follows directions, plans and recipes.	Uses tray to gather supplies in one trip; knows where all items are located and stored; correctly follows directions, plans and recipes.
Work Habits		
Works slowly, noisy; uses incorrect techniques, procedures when measuring, mixing and preparing; does not use correct utensils for each duty.	Works quickly and quietly most of the time; aware of and uses correct techniques and procedures for measuring, mixing, and preparing; almost always uses correct utensils and equipment for each duty.	Begins work immediately and quietly; uses correct techniques and procedures for measuring, mixing and preparing; always uses correct utensils and equipment for each duty.
Cooperation		
Noisy; seldom listens to others; does not do own share of duties; prevents others in unit from working efficiently.	Occasionally noisy; most of the time hears and knows what is going on in class; tries to complete duties; shares responsibilities with others in unit.	Alert and listening during lab; correctly completes own duties; helps others with duties; takes leadership and guides others when working in unit.
Time Management		
Seldom on time; hair not tied; scarf and apron not on; hands not washed by bell time; not quiet and sitting down until after bell; work is incomplete at bell time.	Generally on time, hair tied, scarf and apron on, hands washed, but not quiet and sitting down by bell time; uses class time as well as possible; very little confusion; work almost complete at bell time.	Always on time; all personal readiness completed before bell time; sitting down quietly and ready to listen to last-minute directions before bell. Uses class time to fullest extent; work correctly completed before final bell.
Clean-Up		
Very little clean-up during preparation; used dishes left on counter; cupboards not checked and left unorderly and dirty; counter tops and outside of drawers left messy; sinks dirty and not wiped out; drains on top of sink replaced incorrectly.	Working area generally neat during preparation; used dishes are stacked near sink; some cupboards checked and in correct order; counter tops and outside of drawers washed clean; sinks clean, but have water spots; drains replaced correctly.	Work areas kept clean and neat during preparation; used dishes stacked neatly or washed as they are used; cupboards clean and equipment correctly replaced; counter tops and outside of cupboards washed and dried spotless; sinks clean and free from water spots; drains replaced correctly.

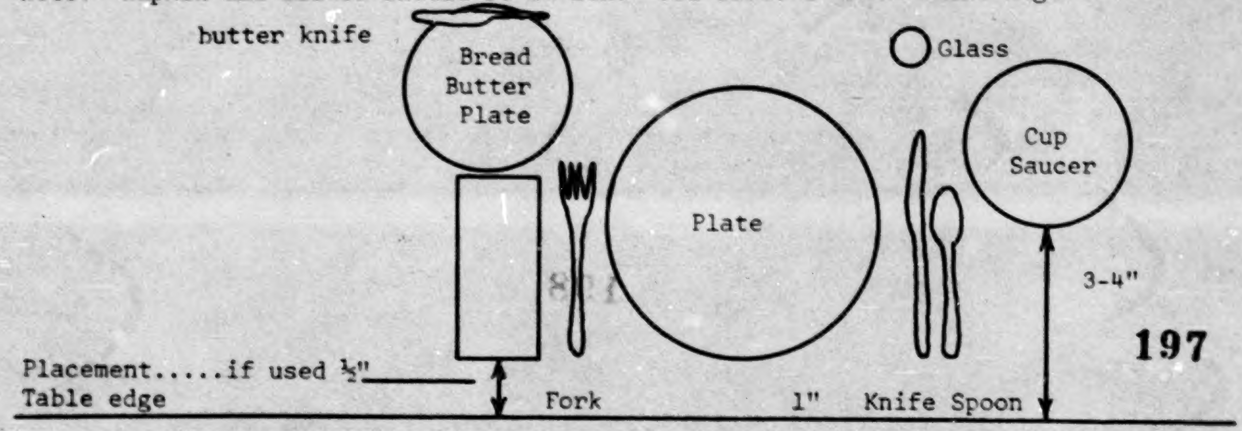
III. Introduction to meal planning, preparation and service
    B. Introduction to factors affecting meal service
        1. Introduction to table setting procedures

TABLE SETTING

Basic steps to follow:

1. Use silence cloth under the table cloth.
2. Cover silence cloth with a clean table cloth--extended at least 12 inches over the edge of the table.
3. Use placemats placed 1/2" from lower edge of table if you are not using a table cloth.
4. Place clean ash tray, sugar bowl, and salt and pepper shakers on table.
5. Place fork or forks, tines up, at left of plate, about 1" from table edge.
6. Place knife or knives with cutting edge toward plate, at right of plate about 1" from edge of table.
7. Place spoons at right of knives, in order of use, from right to left. Thus, the soup spoon would be at the right of the teaspoon or coffee spoon. Place about 1" from table edge.
8. Place napkin at left of fork, unless management prefers other arrangement; should be in line with fork or forks and the rest of the silver. Some place napkin in center of cover.
   Folding of napkin--folded edge should be at top and left.
   open edge should be on right side and lower edge.
9. Place water glass about 1" above tip of knife.
10. Place bread and butter plate at left, just above the fork, with butter knife placed across top, cutting edge toward edge of table.
11. Place salad plate at left of fork, about 2-3" from table edge. If no bread and butter plate is used, the salad plate can be placed just above the fork.
12. Place the dessert spoon or fork:
    a. On dessert dish or plate
    b. On the right side, before dessert is served
    c. If a fork, on left side

Note: Napkin and silver should be in line--all about 1" from table edge.



III. Introduction to meal planning, preparation and service
    B. Introduction to factors affecting meal service
        2. Use of appropriate table etiquette

POLISH UP YOUR MANNERS

AS YOU SIT DOWN:

1. Find your place card. If none are used, the hostess will tell you where to sit. If she does not, take a chair which is most convenient.
2. Stand behind your chair until the hostess is seated. Then sit down, usually from the left side of the chair.
3. Unfold your napkin halfway unless it is small, and place it on your lap when the hostess does.

WHEN MAY I EAT?

1. Begin eating when the hostess does. If you are unsure as to the silver to use, follow her lead. However, do not make it a point to stare. Watch her lead also when confronted with a strange new food.
2. Keep your hands on your lap when not occupied with eating. Elbows are very unglamorous on the table.
3. Forks and knives are not weapons, so do not handle them as such by pointing and waving them. When you are not using them, lay them across the rim of the plate, not gangplank fashion.
4. Use spoons for foods served in bowls or dishes. (Except tossed salads and some vegetables) Use forks for food served on plates.
5. Installment eating of ice cream and other such foods is not courteous. Take small bites and all of the bite at once.
6. You may use your fingers for foods which are not greasy or "funny." Examples: nuts, candy, cookies, relishes (except pickles) bread, rolls, donuts, (break these into small pieces) small pieces of hard cheese, and very crisp bacon.
7. Fish bones and olive seeds should be removed by the thumb and first finger and put on your plate edge. No spitting of grape or watermelon seeds. Use a spoon if it is easier for cherry pits, plum pits, and other similar foods. When removing bones or seeds from the mouth, don't use your napkin as a screen.
8. Soup is sipped from the side of your spoon. Dip the spoon away from you when filling it with soup. If you need to tip the soup bowl toward the end, tip it away from you.
9. Baked potato -- don't scoop out the potato from the skin and mash it. Eat it with your fork from the skin. Eat the skin if you wish and can do it in a mannerly way.
10. Crackers and bread should be eaten with soup -- not in it.
11. Sliding foods -- use a roll, not your fingers to get it on a fork.
12. Sliding dishes -- steady them with the left hand.
13. French fried potatoes -- use a fork, especially when they are greasy.
14. Watermelon -- use your fork to remove seeds and eat the melon. Picking it up in your hands should be reserved for picnics only.
15. Pork chops -- are not be be picked up and eaten. You may, however, steady one end of bone with your thumb and first finger to get the meat off with your fork.
16. Corn on the cob -- butter and eat a small section at one time.
17. Grapefruit -- use a spoon to scoop out the juice. Don't pick it up and squeeze the juice out.

EMBARRASSING MOMENTS:

1. Spilled water or milk -- apologize to your hostess once. That is enough. Usually let the hostess clean up if the spill is serious. You could be in the way if you tried to help.
2. Food dropped on the floor - leave it there. If it is too serious, allow the hostess to clean it up.
3. Food dropped on the table -- carefully move it to the edge of your plate. Do not make a show of it.
4. You are served food that you don't like -- eat as much as you possibly can. Only a narrow-minded person humors himself in food prejudices.
5. You are served food that you are allergic to -- quietly tell the hostess that you can not eat it. Do not make a show of it.

TOPICS NOT POLITE TO DISCUSS AT THE TABLE:

1. Food likes and dislikes.
2. Finding fault with the food being served.
3. Your own personal appearance.
4. Diets, digestion, high prices of food.
5. Criticisms of customs and table manners of other people.
6. Illnesses and operations.
7. Politics and religion.

LITTLE THINGS THAT REALLY COUNT:

DON'T:

1. Sniffing or blowing foods.
2. Licking silverware or fingers.
3. Sprawling out your legs.
4. Gulping water.
5. Messy-looking plate.
6. Taking too large helpings.
7. Continuing eating after others are through.
8. Talking or drinking with food in your mouth.
9. Taking bites that are too large.
10. Scratching your head.
11. Tipping back on your chair.
12. Yawning, stretching, or slouching.
13. Reaching across the table or in front of others.
14. Using your own silver to serve yourself from the sugar bowl or other dishes.
15. Fixing hair or makeup at the table.
16. Cutting all your food in bite-sized pieces and then beginning to eat.
17. Using toothpicks at the table. They are to be used privately.
18. Pushing your plate back or stacking the dishes in front of you after you've finished eating.

DO:

1. Keeping hands, arms and elbows off the table.
2. Being prompt to meals.
3. Using the liner to put a spoon on rather than balancing it in a little dish or laying it on the table cloth.
4. Sitting down and getting up from the left side of the chair. If all people do this, there will be no collisions at the table.
5. Trying to eat whatever is served to you.
6. Giving a definite answer when you are offered a choice of goods.

POLISH UP YOUR MANNERS, continued

7. Eating leisurely.
8. Remembering that food should be seen and not heard. Chew with your lips closed.
9. Asking to be excused when you must leave the table unexpectedly or early.
10. Laying your napkin to the left of the plate when finished. Don't wad it into a ball or leave it on your chair.

600 - 110b

III. Introduction to meal planning, preparation and service
B. Introduction to factors affecting meal service
2. Use of appropriate table etiquette

TABLE SETTING QUIZ

Name ________________________

COMPLETION:

1. The ___________ is placed directly in the center of an individual place setting.

2. Another name for an individual place setting is a _______________.

3. The __________ goes to the right of the plate with the _________ edge toward the plate.

4. The _________ goes to the right of the knife.

5. The __________ is placed to the immediate left of the plate.

6. When the salad is eaten with the meal, the salad fork is placed on the (inside or outside) _____________ of the dinner fork.

7. When a fork is the only piece of silverware used at a meal, it is placed to the __________ of the plate.

8. The plate placed under the soup or salad bowl is called a ____________.

9. The __________ __________ is placed above the tip of the knife.

10. The _________ is placed at the far left of the plate or when the table is crowded it may be placed on the plate.

11. Milk or juice glasses are placed to the right and one inch lower than the __________ __________.

12. The coffee cup and saucer are placed to the far _______ of an individual place setting with the handle of the cup parallel to the bowl of the ______________.

13. The plate, all silverware and the napkin is placed _____ inch from the edge of the table.

14. When placemats are used they are placed _____ inch from the edge of the table.

15. An attractive centerpiece stops below ______ level for the individuals sitting down.

16. The _________ may be served above the forks, to the left of the napkin, or directly above the plate.

17. All chairs are pulled __________ (distance) out before the people come to the table to sit down.

18. All ____________ (beverages or food) are served from waitresses right hand to the right of the guest.

19. All ____________ (beverages or food) is/are served with waitresses left hand to the left of the guest.

TABLE SETTING QUIZ, continued

Circle T or F.

T F 20. A white table cloth with yellow placemats makes a good color combination on an attractively set table.

T F 21. A host or hostess will indicate where you are to sit at the table by pointing to your chair.

T F 22. If you are unsure of how to eat anything, don't eat it at all.

T F 23. Foods are passed from left to right around the table.

T F 24. Transfer hands and cross over your body when you are passing food to someone else because you have more control this way.

T F 25. Serving utensils are placed in the serving bowls or platters when they are placed on the table.

T F 26. Placemats are placed 2 inches above the edge of the table.

T F 27. The correct length for a table cloth is an 8 to 12 inch overhang.

T F 28. Place one complete place setting of silverware on the table even though you will not use every piece.

T F 29. There is one set of salt and pepper shakers on the table for every four people.

T F 30. One crumbles up the napkin and puts it on the plate when the meal is finished.

T F 31. If you spill or drop something while at the table, do not tell the hostess but try to clean it up the best way possible.

T F 32. One good rule to remember when eating food with your fingers is to use silverware when the food is greasy or if you would have to wipe your hands after eating it.

T F 33. Food is a topic of conversation that is not talked about at the table.

T F 34. Remember to cut and break off just enough pieces of the food that you are going to eat in one mouthful.

T F 35. When serving yourself, take a little more than you can eat the first time around because it is impolite to go for seconds.

T F 36. It is considered correct to soak up crackers and bread in your soup.

T F 37. One will sit down and get up from the left side of the chair.

T F 38. Silverware belongs at the side of your plate whenever you are finished using it.

T F 39. When you are served a food that you don't like, do not take any of it, for it is impolite to leave anything on your plate when you have finished eating.

TABLE SETTING QUIZ - ANSWER KEY

1. plate
2. cover
3. knife, blade or cutting
4. spoon
5. fork
6. inside
7. right
8. liner
9. water glass
10. napkin
11. water glass
12. right, spoon
13. one
14. one half
15. eye
16. salad
17. half way
18. beverages
19. food
20. F
21. F
22. F
23. T
24. T
25. F
26. F
27. T
28. F
29. T
30. F
31. F
32. T
33. F
34. T
35. F
36. F
37. T
38. F
39. F

600 - 113b

IV. **Introduction to simple food preparation**
    A. Principles of carbohydrate cookery
        2. Principles of fruit preparation

FRUIT SURVEY

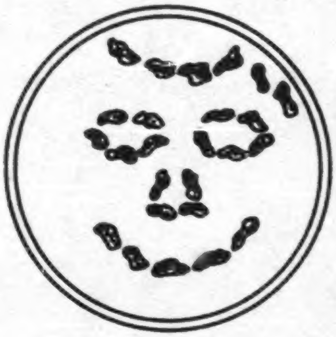
How many fruits have you eaten; never tasted; like; dislike; or are willing to try? Complete this survey by placing a check in the appropriate response column.

FRUIT	EATEN	NEVER EATEN	LIKE	DISLIKE	WILLING TO TRY
Apples					
Apricots					
Avocados					
Bananas					
Bing Cherries					
Blackberries					
Blueberries					
Bread Fruit					
Cantaloupes					
Cherries					
Choke Cherries					
Coconut					
Crabapples					
Cranberries					
Currants					
Dates					
Dewberries					
Figs					
Gooseberries					
Grapefruit					
Grapes					
Guava					
Honeydew					
Kumquats					
Lemons					
Limes					
Loganberries					
Mulberries					
Muskmelon					
Nectarines					
Oranges					
Papaws					
Papayas					
Peaches					
Pears					
Persimmons					
Pineapple					
Plums					
Pomegranate					
Prunes					
Raisins					
Raspberries					
Rhubarb					
Strawberries					
Tangelo					
Tangerines					
Watermelon					

600 - 114b

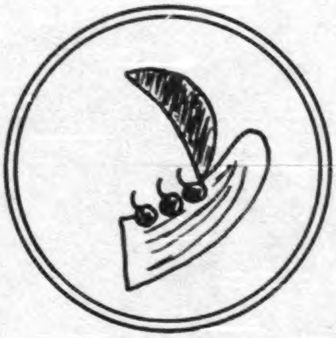
IV. Introduction to simple food preparation
    A. Principles of carbohydrate cookery
        2. Principles of fruit preparation

TRICKS AND TREATS WITH FRUITS



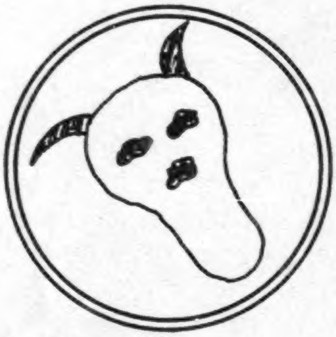
MAN IN THE MOON

Use raisins for the face on your cereal. You can make any face you want.



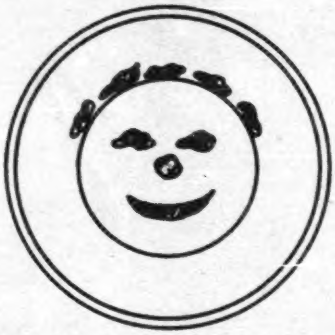
WINKEN, BLINKEN AND NOD

3 maraschino cherries sitting in half a banana, an apple slice for a sail on your favorite cereal.



PIG IN A POKE

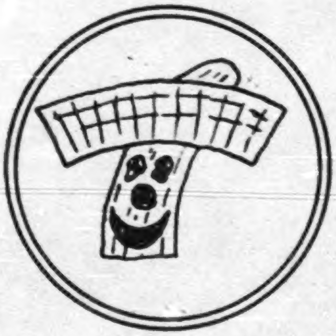
Half pear, raisin eyes and nose, apple slice for ears.



FATSO

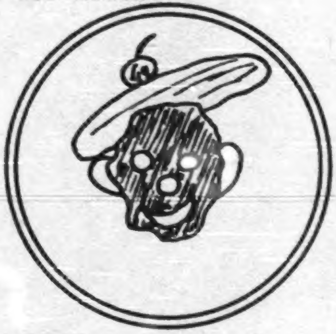
Half a peach on cereal, raisins for eyes, maraschino cherry nose, apple slice for mouth.

600 - 115b



LITTLE MAN WHO WASN'T THERE

Half banana on cereal, raisin eyes and cherry nose, apple mouth, pineapple hat.



OLD HOBO JOE

Prune on cereal, bits of apple for eyes, mouth, ears. Banana and cherry hat.

IV. Introduction to simple food preparation
  A. Principles of carbohydrate cookery
    2. Principles of fruit preparation

EVALUATION OF HOME PROJECTS

Food used:

Form of food used:
1. Fresh
2. Canned
3. Frozen
4. Dried

Recipe followed:

For which meal served:

Number of people served:

Score each item - 4 for excellent, 3 for good, 2 for fair, and 1 for poor.

Score Card	Score	Comments of Student
1. Good quality		
2. Inexpensively prepared		
3. Suitable for season of year		
4. Suitable for menu		
5. Suitable for group served		
6. Interesting and tasty		
7. Easy to prepare		
8. Attractively served		
9. Nutritionally good		
10. Correctly served		
11. Correct amount prepared		
12. Good work habits used		

Possible score is 48
SCORE

Students name:

Comment of parents:

Signature of parents:

600 - 116b

IV. Introduction to simple food preparation
A. Principles of carbohydrate cookery
3. Principles of quick bread preparation

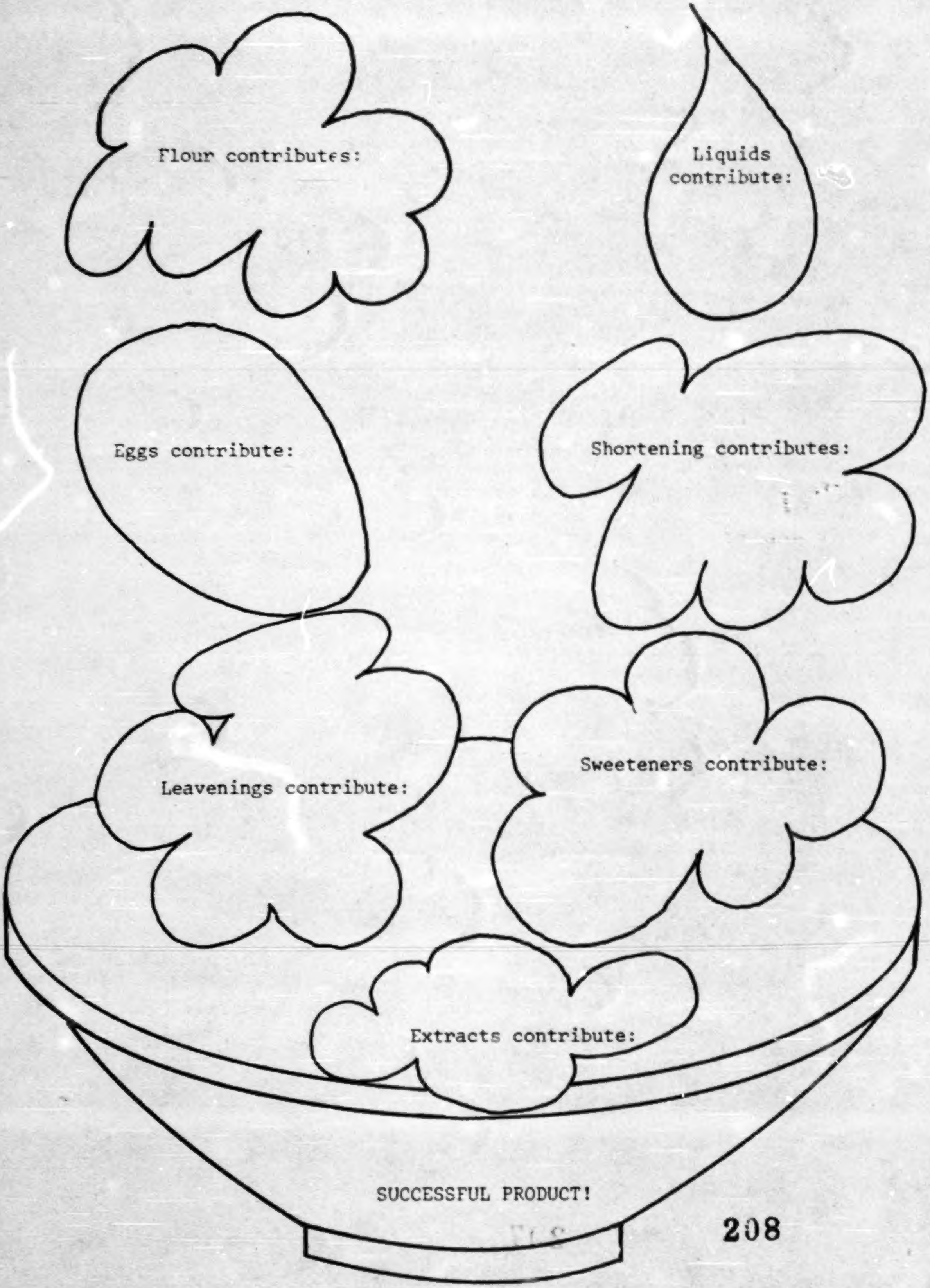
COMMON BAKING INGREDIENTS

Ingredients	Contributions	Examples
Shortening or fat	richness, tenderness and flakiness	shortening lard margarine butter oils
Flour	framework or structure	regular flour cake flour (for fine structure in cakes) self-rising flour (leavening and salt added)
Sweetening	tenderness, flavor, crispness, brownness	white sugar brown sugar confectioners sugar (powdered) honey, syrups
Liquids	help ingredients to act with each other, moistness, bind ingredients together	milk (whole, evaporated, dried and condensed) water juices
Leavening Agents	make framework rise, add lightness, tenderness	baking powder baking soda yeast air - eggs
Eggs	flavor, golden color, moistness, bind ingredients together, whites help make structure in angel and sponge cakes	eggs
Flavoring	enhance flavor, add new flavor	salt vanilla all extracts

600 - 117b

IV. Introduction to simple food preparation
   A. Principles of carbohydrate cookery
      3. Principles of quick bread preparation

FUNCTION OF INGREDIENTS


Flour contributes:
Liquids contribute:
Eggs contribute:
Shortening contributes:
Leavenings contribute:
Sweeteners contribute:
Extracts contribute:
SUCCESSFUL PRODUCT!

600 - 118b

IV. Introduction to simple food preparation
    A. Principles of carbohydrate cookery
        3. Principles of quick bread preparation

POPOVERS - A Variety Quick Bread

Popovers are classified as a quick bread of the pour batter type.

They are a favorite for breakfasts, mid-morning snacks or brunches as well as with special lunches and even dinners.

Popovers are made from the very thinnest of the pour batters which means that they are of the consistancy to flow readily from the bowl.

The large amount of liquid used in making them makes it possible to beat them without toughening the structure.

Eggs are used to strengthen the walls or sides of the popovers and contribute to the formation of the framework or structure along with the ingredient flour.

The popovers begin baking at a very high temperature which is later reduced to complete the baking process. The high temperature at the beginning forms a crust to hold the steam which is the leavening agent for the popovers which means it allows them to rise and makes them light and porous. The reduced temperature after the first 20 minutes prevents excessive browning and sets the walls.

Popovers should be baked until they feel firm while still in the oven and usually take about 45 minutes. Ungreased heavy iron or glass containers are the best kind to use for baking popovers but heavily greased muffin tins may also be used.

Popovers are best served when hot and with butter, jelly or honey.

600 - 119b

POPOVER RECIPE

(4-5 servings)

1 C. sifted flour
1/4 t. salt
3 eggs
1 C. milk
1 T. melted margarine

1. Sift flour and salt together in a large bowl.
2. Beat eggs until thick, add milk and fat. Stir.
3. Place dot of table fat in each popover cup; heat in oven until very hot.
4. Make a well in flour mixture, pour in egg mixture and beat until smooth, using hand beater.
5. Pour batter into sizzling pans, filling 1/3 full.
6. Bake at 425° for 20 minutes. Reduce heat to 325° and continue baking for 15 minutes or until firm. Turn off heat; leave popovers in oven 10 minutes or until crisp.

Outside appearance should be well popped and golden brown in color.

Interior quality should be hollowed out with few or no membranes, slightly moist, thick walls and crusty, both tender and crisp and have a pleasing flavor.

IV. Introduction to simple food preparation
A. Principles of carbohydrate cookery
3. Principles of quick bread preparation

INGREDIENTS AND FUNCTIONS QUIZ

Name ____________________

Place the letter from Column II - Ingredients in the blank to the left of Column I - Functions.

	Column I	Column II
_____	1. Makes up the framework or structure of a product.	A. Eggs
_____	2. Makes the product rich, tender, and flaky.	B. Extracts
_____	3. Used as a binding agent to hold ingredients together.	C. Flour
_____	4. Causes the product to rise.	D. Leavening agents
_____	5. Adds special flavor to a product.	E. Liquids
_____	6. Causes the ingredients to work with each other.	F. Shortenings
_____	7. Makes the product brown, crisp, and tender.	G. Sugars

Circle True or False.

T F 8. Too much sugar on the top of a baked product makes it powdery and pale.
T F 9. Leavening agents make a product light and porous.
T F 10. Too much shortening causes a cake to be soggy or fall in the center.
T F 11. Black or brown specks in a baked product are caused from uneven mixing of the leavening agent.
T F 12. Uneven mixing of shortening causes light and dark streaks in a product.
T F 13. Flavorings are added to cover up the taste of a bad product.
T F 14. Too much flour makes the product tough and heavy.
T F 15. Sugar is the ingredient that makes cookies crisp.
T F 16. Honey, syrup, and molasses are examples of extracts.
T F 17. Air, baking powder and baking soda are examples of leavening agents.
T F 18. Liquids make the product rise.
T F 19. Salad oil is an example of a shortening.
T F 20. Self-rising flour contains salt and leavening agents.

600 - 120b

ANSWER KEY

1. C
2. F
3. A
4. D
5. B
6. E
7. G
8. F
9. T
10. T
11. T
12. F
13. F
14. T
15. T
16. F
17. T
18. F
19. T
20. T

STUDENT BREAKFAST SURVEY

Objective: The students will summarize their breakfast habits.

---

1. Do you usually eat breakfast? Yes _____ No _____

2. Did you have breakfast this morning? Yes _____ No _____

3. Which of the following foods were included in your breakfast this morning? (Circle the letters of the foods you ate)

   a. Fruit or juice

   b. Cereal with milk

   c. Eggs

   d. Meat

   e. Pancakes or waffles

   f. Bread, toast, muffins, or rolls

   g. Butter, margarine, or other spreads

   h. Milk or cocoa

   i. Coffee or tea

   j. Other beverage? ______________________________

   k. Other food? ______________________________

4. If you do not eat breakfast regularly: why is this? (Circle the letters)

   a. Not enough time

   b. Not hungry

   c. Breakfast not prepared for me

   d. Don't like foods served

   e. Don't want to get fat

   f. Trying to lose weight

   g. Other reason? ______________________________

IV. Introduction to simple food preparation
A. Principles of carbohydrate cookery
4. Principles of cereal cookery and preparation of a simple breakfast

A GOOD BREAKFAST

Upon completion of this lesson, you will be able to:

1. realize the importance of a good breakfast.
2. know that an adequate breakfast is a factor in the promotion of a more alert personality and healthier person.
3. plan a nutritious breakfast.

Directions: Read carefully the information given to you in each frame. Complete one frame at a time. If you answered incorrectly, go back to the frame and correct it.

1. Breakfast should provide one-fourth of the day's food intake. One-third if one does not eat any type of snack during the day. One-fourth of the day's food intake is to be provided by an adequate ________________.

---

2. A pleasant atmosphere for breakfast makes for a more alert, happier personality.

1. BREAKFAST

A breakfast in a ________________________ tends to create a more alert and healthier personality.

---

3. An ample and nutritious breakfast improves a student's learning and makes him better able to socialize with other students as well as helps maintain a stable nervous condition.

2. PLEASANT ATMOSPHERE

600 - 122b

Improving one's learning can usually be attributed to an ____________________ and ________________ breakfast.

---

4. High protein breakfasts (20-30 grams of protein) provide adults with the energy to prevent the mid-morning slump.

3. AMPLE NUTRITIOUS

Grownups need the energy of a high __________ breakfast to prevent the mid-morning slump.

---

5. People who eat an adequate and nutritious breakfast turn out more work in the late morning and are quicker in their reactions. They do not tire as easily.

4. PROTEIN

An adequate breakfast enables a person to do more __________ in the late morning and he does not _________ as easily.

---

6. A good breakfast contains the basic four foods - fruit or fruit juice, cereal, or bread or both, milk or dairy products, proteins or eggs.

5. WORK TIRE

A good breakfast contains fruit or fruit juices, milk or dairy products, ________ or bread or both, and eggs or meat products.

A GOOD BREAKFAST, continued

7. A nutritious breakfast might contain orange juice, hot cereal, poached egg, and toast. Milk, tea, or coffee might be served with it. — 6. CEREAL

A breakfast of orange juice, hot cereal, poached egg, toast, and milk is considered a ______________ breakfast.

8. One-half grapefruit, waffles, and bacon also make a good nutritious breakfast. — 7. NUTRITIOUS

Another example of a good breakfast is grapefruit, waffles, and ________________.

9. The basic breakfast contains all the nutrients - protein, calcium, and vitamins. — 8. BACON

The basic breakfast provides the _________ we need.

10. Breakfast can be varied from day to day such as using ham with the eggs or as a substitute. — 9. NUTRIENTS

A substitute for the eggs for variety can be ____________.

11. Muffins or waffles can be substituted for the cereal or bread. — 10. HAM or BACON

You might substitute _____________ or ____________ for the cereal or bread.

12. There are many variations to a good, nutritious breakfast. — 11. MUFFINS WAFFLES

Breakfast can have an unlimited number of ______________ limited only by your imagination.

13. Breakfast can and should be an attractive meal. — 12. VARIATIONS

Proper table setting with attractive dishes makes __________ an attractive meal.

14. A plan for a good breakfast contains fruit or fruit juice, cereal or bread or both, milk, eggs or a protein substitute. — 13. BREAKFAST

A breakfast plan contains:
a fruit or fruit juice, ____________________,
a cereal or bread, ________________________,
for protein ____________________________,
and ______________________________.

600 - 123b

A GOOD BREAKFAST, continued

14. ORANGE JUICE
OATMEAL & TOAST
FRIED EGG
MILK

15. To vary this breakfast, make substitutions.

Vary this breakfast by substituting ____________ for the fruit or fruit juice.

---

15. Name some other fruit

16. In planning a breakfast, consider that it should contain at least one-fourth of the day's food intake.

Breakfast will always contain at least one-fourth of the ________________ total food intake.

---

16. DAY'S

17. Skipping breakfast is not the way to lose weight. It is the total calories that count. One must take all nutritional requirements into account, not just calories.

Always eat breakfast since skipping it does not always cut down the total ___________ for the day.

---

17. CALORIES

18. I need a good breakfast to keep me alert all day so I will provide one-fourth of my daily calorie total in a good, nutritious breakfast.

I will use one-fourth of my daily calories in breakfast so that I will be ______________ all day.

---

18. ALERT

600 - 124b

IV. Introduction to simple food preparation
    A. Principles of carbohydrate cookery
        4. Principles of cereal cookery and preparation of a simple breakfast

PLAN A BREAKFAST

Name ______________________________

Using foods from each of the basic 4 food groups, plan a

1. HASTY-TASTY BREAKFAST

2. WEIGHT CONTROLLER BREAKFAST

3. BRUNCH FOR THE BUNCH BREAKFAST

4. WEIGHT-GAINER BREAKFAST

5. FUN FAVORITE BREAKFAST

600 - 125b

IV. Introduction to simple food preparation
    A. Principles of carbohydrate cookery
        5. Principles of sugar cookery
            c. Principles of candy preparation

CANDY RECIPES

EASY MIX CANDIES

2 tablespoons butter or margarine
1/4 cup milk* (plus 2 teaspoons, if making with chocolate fudge frosting mix)
1 package Betty Crocker creamy frosting mix (your choice of flavor)

Heat butter in milk over low heat until butter melts and mixture just begins to simmer. Remove from heat; stir in frosting mix (dry). Heat over low heat, stirring constantly with rubber scraper, until smooth and glossy, 1 to 2 minutes. DO NOT OVERCOOK!

Squares: Stir in 1/2 cup chopped nuts, if desired. Pour into aluminum foil-lined loaf pan, 9 x 5 x 3 inches.

Wafers: Drop by teaspoonfuls onto waxed paper. If necessary, reheat mixture slightly.

Clusters: Stir in 1 1/2 cups salted peanuts or other nuts. Drop by teaspoonfuls onto waxed paper.

*If using golden caramel frosting mix, reduce milk to 3 tablespoons.

CRUNCHY MOCHA DROPS

3 tablespoons butter or margarine
3 tablespoons milk
1 package creamy white frosting mix
1 to 2 tablespoons instant coffee
1 1/2 cups toasted flaked coconut

To toast coconut, spread the flaked coconut in a shallow pan and put into a 350° oven for about 15 minutes or until it becomes a golden brown. Be sure to stir coconut frequently for even browning. In top of double boiler, melt butter in milk. Stir in frosting mix (dry) and instant coffee until smooth. Heat over rapidly boiling water 5 minutes, stirring occasionally. Stir in coconut. Keeping mixture over hot water, drop by teaspoonfuls onto waxed paper. Cool until firm. Makes 4 to 5 dozen candies.

OPERA FUDGE

3 tablespoons butter or margarine
3 tablespoons milk
1 package creamy white frosting mix
1/2 cup chopped nuts

Butter loaf pan, 9 x 5 x 3 inches. In top of double boiler, melt butter in milk. Stir in frosting mix (dry) until smooth. Heat over rapidly boiling water 5 minutes, stirring occasionally. Stir in nuts. Spread mixture evenly in buttered pan. Cool until firm. Cut into squares. Makes 32 1 inch squares.

Cherry Opera Fudge: Stir in 1/2 cup candied cherry halves with the nuts.

NO-COOK DIVINITY

1 package fluffy white frosting mix
1/3 cup light corn syrup
1 teaspoon vanilla
1/2 cup boiling water
1 package (1 pound) confectioners' sugar
1 cup chopped nuts

Combine frosting mix (dry), corn syrup, vanilla and boiling water in small mixer bowl. Beat on highest speed until stiff peaks form, about 5 minutes. Transfer to large mixer bowl; on low speed or by hand, gradually blend in confectioners' sugar. Stir in nuts. Drop mixture by teaspoonfuls onto waxed paper. When outside of candy feels firm, turn over and allow to dry at least 12 hours. Store candy in airtight container. Makes 5 to 6 dozen candies.

Candied Cherry Delights: Substitute 1 teaspoon almond extract for the vanilla and 1 cup chopped candied cherries for the nuts. If desired, tint with few drops red food color.

Peppy Mints: Substitute 1/2 teaspoon peppermint extract for the vanilla and 1 cup crushed peppermint candy for the nuts. If desired, tint with few drops green food color.

Spanish Crunch: Substitute dark corn syrup for the light corn syrup and salted shelled Spanish peanuts for the chopped nuts.

600 - 127b

IV. Introduction to simple food preparation
  B. Principles of protein cookery
    2. Principles of egg cookery

A STUDY OF EGGS

Name ______________________________

1. Eggs are important as a food because they are: a) nutritious, b) low in calories, and c) easily digestible.

2. Eggs are an excellent food in a diet for losing and gaining weight, for sick people because they are bland and soft, for babies (especially for their iron content), for growing boys and girls because of their nutritional value and for older folks because they are easy to eat and digest.

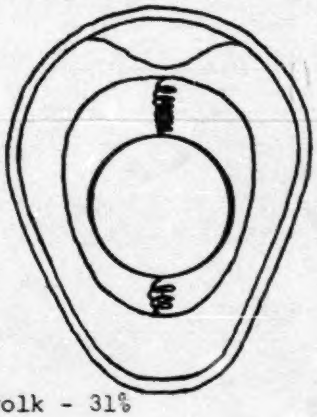
3. Identify the parts of the egg.

Lined with a ______________ or inside shell.

White of the egg - containing both the thin and thick.

____

____________________ may range in color from light to dark yellow.



______________ which is caused by contraction from cooling and loss of moisture after egg is laid.

______________ may be any shade, brown to white, or speckled. The shell color does not affect egg nutrition.

______________ very thick albumen used to anchor the yolk in center of egg.

Proportions:
Shell - 11%, white - 58%, yolk - 31%

600 128b

4. Eggs also come in various forms:

   1. Egg solids - dried whites, yolks, or whole egg.
   2. Liquid - bulk eggs - everything but the shell.
   3. Frozen egg products - whole, quick whipping whites, sugared or salted yolks.

5.

Characteristics of a "good egg."	Name the characteristics of a "hard egg."
1. Small air cell.	1.
2. Well rounded, well centered high yolks.	2.
3. Plenty of thick albumen that stays together around the yolk.	3.
4. Does not contain any irregularities or spots.	4.

6. There are 4 grades of eggs. Name and give an example of correct and economical (low cost) use for each. Include dishes for breakfast, lunch, and dinner menus.

   1.

   2.

A STUDY OF EGGS, continued

3.

4.

7. There are 6 egg sizes - place the weight per dozen beside each size.

1. Jumbo _____ oz.
2. Extra large_____ oz.
3. Large _____ oz.
4. Medium ____ oz.
5. Small _____ oz.
6. Pee wee____ oz.

8. Circle the sizes that are most commonly found in the grocery store.

9. In handling and storing eggs, ___________ and ___________ are the most important things to remember.

10. Left-over egg whites will keep up to 10 days without quality decrease if they are stored ____.

11. Left-over egg yolks will keep up to 3 days without quality decrease if they are stored ____.

12. In each food below eggs are used for a different reason or purpose. Name the purpose (other than nutritional value) for each "food" or "dish."

1. Cakes, breads, souffles ____
2. Sauces, custards, puddings, cream fillings ______________________________
3. Cream puffs, mayonnaise, salad dressings ________________________________
4. Deep fried foods, baked chicken ____
5. Meat loaf, salmon patties ____
6. Candies, cake icings ____
7. Soup stock, boiled coffee ____
8. Butter cakes, cookies ____

600 - 129b

13. What is "candling" and how is it done with eggs?

14. Eggs are often used as a meat substitute - why?

How many eggs are considered a serving? _____
How many eggs should an individual eat every week? _____

15. Eggs must never be cooked too long at too high a temperature. Following these two principles of egg cookery will prevent the egg from ______________________.

16. Give examples of how to correctly break and separate eggs.

17. Give examples of the correct procedures to follow for beating eggs.

18. Identify as many ways of serving eggs as a main dish as you can.

EGG FOAMS

Beaten egg whites are affected by:

1. Egg quality - free from moisture, grease, and egg white or egg yolk depending upon which one is being beaten.
2. Beating - equipment used - best control with hand rotary beater or hand mixer.
3. Addition of sugar to stabilize the mixture.
4. Temperature - best results at room temperature.

The stages of beaten egg whites are:

a. Foamy - beaten until entire mass is white but the bubbles are still large and the mixture is frothy and flows easily.
   Used for: clarifying soups
   coating food for deep frying
   mixing with liquids as in custards
   stage at which first sugar is added in meringues and cakes

b. Stiff foam - less frothy because air cells are smaller; flows slowly in bowl; is very shiny and moist. The liquid separates from the foam upon standing. The points formed when the beater is removed will not stand up at the tips, but will fold over forming rounded peaks.
   Used for: sponge cake
   soft meringues for pies
   souffles
   foamy omelets

c. Stiff - air cells are very small making mixture white. It is still glossy, smooth and moist and it forms points when the beater is removed.
   Used for: cooked frostings
   candies (Divinity)
   hard meringues

d. Dry - very white but dull and dry so that flakes break off during beating. It breaks when the beater is lifted and it is almost brittle. The liquid gradually separates from this mixture. For most purposes this stage indicated over-beating because the egg whites will no longer blend with other ingredients.

600 - 130b

Beating egg whites:

a. Allow eggs to come to room temperature as they will beat to a greater volume.
b. Use a deep, narrow bowl as egg whites will increase 2 1/2 - 4 times.
c. Use a wire whip, fork, rotary beater, or electric mixer. Don't use a blender (too easy to overbeat).
d. After beating to foamy stage, add cream of tartar, lemon juice or vinegar. This makes a stiffer white with more volume and greater stability (1/8 tsp. cream of tartar or 1/2 tsp. lemon juice or vinegar for 3 whites).
e. Test frequently to avoid over-beating by lifting the utensil to see how stiff the mixture is.

IV. Introduction to simple food preparation
  B. Principles of protein cookery
    2. Principles of egg cookery

EGG PREPARATION

EGGS-IN-A-FRAME

Cut out center of a slice of bread with a biscuit cutter. Butter bread generously on both sides. Brown bread "frames" on one side in moderately hot buttered frying pan. Turn over. Drop egg into center. Cook slowly until egg white is set. Sprinkle lightly with salt. Lift out with pancake turner.

POACHED (Using egg poacher)

Using an egg poacher with cups, place 1 cup hot water in lower pan and bring to boil; reduce heat. Place rack and buttered cups into pan. Break one egg into each cup. Add salt and pepper. Cover tightly. Cook 3 to 6 minutes. Test with fork occasionally for desired hardness.

DEVILED

Hard cook 4 eggs. Remove shells from eggs. Cut the eggs in half lengthwise or crosswise. Take out the yolks with a spoon and put them in a mixing bowl, being careful not to break the whites. Mash the yolks with a fork. Add 1/4 teaspoon salt, few grains pepper, 1/2 teaspoon prepared mustard, 1 tablespoon mayonnaise or salad dressing. Mix until smooth. Refill the whites neatly with the egg yolk mixture, heaping it up slightly. Chill if time permits.

SCRAMBLED (Using 2 eggs)

Break the eggs, one at a time into a saucer or shallow dish before putting them into mixing bowl. Add 2 tablespoons milk, few grains salt and pepper. Beat with a fork until the yellows and whites are blended. Melt 1 teaspoon butter, margarine or bacon drippings in a heavy skillet. Cook over very low heat occasionally stirring by scraping the bottom and sides of the skillet as the mixture thickens, 4 to 8 minutes or until eggs are cooked through but are still moist.

HARD COOKED

Have the eggs at room temperature. Fill saucepan with enough water to come at least 1" above the eggs. Bring water to a boil. Reduce the heat so that the water will simmer. Lower the eggs into the water on a large spoon one at a time. Cook from 20 to 25 minutes. DO NOT BOIL! Cool the eggs in cold water immediately to stop the cooking and make it easy to remove the shells. Cut in half, scoop egg carefully from the shell, or peel egg.

SOFT COOKED

Have the eggs at room temperature. Fill saucepan with enough water to come at least 1" above the eggs. Bring water to a boil. With spoon, transfer eggs to boiling water. Remove from heat, cover. Let stand 6 to 8 minutes depending on desired doneness. Immediately cool eggs in cold water several seconds to prevent further cooking. Remove egg from shell.

FRIED (Using 2 eggs)

Melt 2 teaspoons fat over low heat. Break eggs, one at a time into a saucer. Lower the saucer over the skillet and slip each egg gently into the skillet. Cook slowly 3 to 4 minutes or until the whites are firm. To cook the top of the eggs, dip the hot butter or fat over the eggs with a spoon until a thin white film forms. Season with salt and pepper.

STEAMED

Prepare pan as for frying eggs, but leave only enough fat to coat skillet. Add 1 teaspoon water for each egg. Cover immediately. Cook to desired doneness.

EGG SALAD

Hard cook 4 eggs. Add salt and pepper and about 1/4 cup mayonnaise, 1/3 cup chopped celery, if desired. Stir all ingredients until well mixed. Garnish with paprika or chives. (Enough for 4 sandwiches)

CREAMED

Hard cook 3 eggs. Dice eggs. Add to 1 cup well seasoned white sauce. Serve over hot buttered toast.

White sauce

2 tablespoons butter
2 tablespoons flour
1/4 teaspoon salt
1/8 teaspoon pepper
1 cup milk

Melt butter over low heat in heavy skillet. Blend in flour and seasonings. Cook over low heat, stirring until mixture is smooth and bubbly. Remove from heat. Stir in milk. Bring to boil, stirring constantly. Boil 1 minute.

BROILED

Cook bacon in frying pan on low heat; remove when barely beginning to crisp. Circle inside of each custard cup with strip of bacon. Slip an egg into each cup; season and sprinkle with equal portions of bread crumbs and grated cheese. Broil 4" from heat 2 to 4 minutes.

600 - 132b

IV. Introduction to simple food preparation
B. Principles of protein cookery
2. Principles of egg cookery

EGG COOKERY TEST

Name ______________________

Place the letter from Column II in the blank to the left of the best description in Column I.

		Column I		Column II
____	1.	Eggs cooked in or above water.	A.	Broiled
____	2.	Hard cooked eggs, halved, yolks removed and prepared with a mixture, then stuffed back into whites.	B.	Creamed
____	3.	Beaten eggs mixed with milk and seasonings, then cooked in a skillet, stirring occasionally.	C.	Deviled
____	4.	Eggs cooked in shortening in a skillet without a cover.	D.	Fried
____	5.	Cooked 4" below direct heat from 2 to 4 minutes.	E.	Hard cooked
____	6.	Hard cooked eggs mixed with a cream sauce.	F.	Poached
____	7.	Cooked in a covered skillet with 1 teaspoon of liquid added for each egg.	G.	Scrambled
____	8.	Cooked in simmering water for 15 to 20 minutes.	H.	Steamed

* * * * * * * * * * * * * * * * * * *

____	9.	Thickening of the egg mixture.	A.	Binding
____	10.	Egg solids - in a dried form.	B.	Candled
____	11.	Hold ingredients together in a product.	C.	Checked
____	12.	Adds air and lightness to a product.	D.	Coagulate
____	13.	Eggs tested for grading.	E.	Curdled
____	14.	Separation of liquid and solid due to overheating.	F.	Dehydrated
____	15.	Eggs that are cracked or imperfect.	G.	Leaven

Circle True or False.

T F 16. Shell color affects the quality of the egg.

T F 17. Eggs contain a large amount of vitamin C.

T F 18. Eggs beat into a stiff foam better when they are at room temperature.

T F 19. One dozen large size eggs weigh 24 oz.

T F 20. Eggs are priced according to ounces and pounds.

EGG COOKERY TEST, continued

T F 21. Egg protein is a complete protein.

T F 22. Hard cooked eggs are boiled to make them hard all through.

T F 23. The four grades of eggs are A, B, C, and D.

T F 24. Thick albumen that stays around the yolk is a characteristic of a good egg.

Circle the letter of the correct response to each statement.

25. Which of the following would allow the egg yolk to be separated from the egg white easily?

    A. have the egg at room temperature.
    B. have the egg cold from the refrigerator.
    C. run the egg under hot water for a few seconds.

26. Which of the following would NOT prevent leftover egg yolks from spoiling within 3 days?

    A. freezing them.
    B. placing them in water in a cover container in the refrigerator.
    C. keep them tightly covered at room temperature.

27. Hard cooked eggs that are tough and rubbery are caused by:

    A. undercooking.
    B. overcooking.
    C. old, spoiled eggs.

28. A hard cooked egg that falls apart when removed from its shell is caused by:

    A. too fresh an egg.
    B. too old an egg.
    C. overcooking.

29. A curdled egg mixture is prevented by:

    A. adding salt at the correct time.
    B. adding beaten eggs to hot mixture.
    C. adding hot mixture to beaten eggs.

30. A beaten egg white that becomes watery and breaks down is caused by:

    A. underbeating.
    B. overbeating.
    C. not adding sugar to stabilize.

600 - 134b

ANSWER KEY

1.	F	7.	H	13.	B	19.	T	25.	A
2.	C	8.	E	14.	E	20.	F	26.	C
3.	G	9.	D	15.	C	21.	T	27.	B
4.	D	10.	F	16.	F	22.	F	28.	A
5.	A	11.	A	17.	F	23.	F	29.	C
6.	B	12.	G	18.	T	24.	T	30.	B

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600 - 135b

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EXPLORING YOUR WORLD: FOODS AND FAMILY 600	7 1 sem
Open to boys and girls	

EXPLORING YOUR WORLD: FAMILY (CHILD)

The early adolescent learner relates well with young children and often shows unusual skill and interest in handling them.

In this part of the course, the World of Children is explored. Responsibilities with the care of children are discussed and practiced.

Conceptual Structure

EXPLORING YOUR WORLD: FAMILY (CHILD)

I. Responsibilities for the development of children
    A. Development of children
    B. Responding to children

II. Responsibilities of caring for children
    A. Use of ethics in babysitting as an occupation
    B. Care of children by babysitters
    C. Importance of interacting with children

Major Concept I Responsibilities for the development of children
Major Objective I Demonstrates responsibilities for the development of children.

Concept A Development of children
Objectives A Employs experimental procedures to understand the development of children which furthers self-understanding.
Shows awareness of individual childhood characteristics.

Performance Objectives
The student will
1. identify characteristics of babies and children.
2. draw conclusions about childhood characteristics and their influence on self-understanding.
3. show how children imitate the actions of babysitters.

Generalization: Caring for children, helping them to grow and develop will enable an individual to more clearly understand own behavior as well as childrens' behavior.

Content	Learning Experiences	Evaluative Experiences
An individual's concept of children involves a variety of past experiences and events one has had with children.	Popcorn session to identify reasons for liking babies and children. Use visuals or magazine pictures to recall past experiences with children to broaden concept.	Complete "Interest Inventory" and discuss results. (Appendix)
Each child progresses through the same growth and developmental pattern of being dependent and independent yet uniquely individual.	Read reference and/or listen to resource person identify points to consider when caring for babies, toddlers, pre-schoolers, and early school age children. (Bibliography) Complete "Descriptions Characteristic of Children at Various Ages." (Appendix)	List and discuss points to consider when caring for children of all ages.

Concept	Learning Experiences	Evaluative Experiences
	Identify the 5 phases of development: physical, social, emotional, intellectual, and spiritual.	Choose a child and describe the characteristics of the 5 phases of development for that child. (Appendix)
The actions of babysitters' affect the behavior of children.	Role play situations depicting how children imitate the actions of babysitters.	Discuss ways babysitters influence the children they care for.

Concept B Responding to children
Objective B Identifies the effects of responding to children.

Performance Objectives
The student will
1. identify reactions to behavior.
2. explain how one can help children control emotions.
3. relate ways of disciplining children while babysitting.

Generalization: The way one responds to a child will affect the development of that child.

Content	Learning Experiences	Evaluative Experiences
The way in which an individual responds to a child is important to that child's self-concept.	Listen to series of statements and write a word or description of how one would respond to the child's behavior. (Appendix)	Observe how individuals respond to one another by sharing responses. Identify the various reactions. Discuss the correct responses for building confidence and a positive self-image in the child.

Content	Learning Experiences	Evaluative Experiences
Emotions are personal feelings.	List emotions a child expresses, i.e., love, joy, fear, hate, anger, jealousy, surprise, and excitement.	Explain how emotions are aroused and how they can be controlled.
	Describe how babysitters could help children to cope with fear of certain things, i.e., dark, water, being alone, parents going out leaving them with babysitter, animals.	Identify ways to cope with fear in children while babysitting.
	Reflect on past babysitting experiences where children became angry and explain how it was handled.	Describe temper tantrums and make a list of things to do to help a child get over anger or a temper tantrum.
	List situations where a child might become jealous while babysitting and explain how a babysitter might avoid this jealousy in children.	Draw conclusions on how to cope with jealousy in children.
	Describe ways teens can express love and understanding for children while babysitting to make them feel more secure.	Summarize how love and understanding of children makes the job of babysitting easier and more pleasant.
Disciplinary guidance from a babysitter affects a child's emotions and behavior.	Popcorn session to identify acceptable and unacceptable ways of disciplining children while babysitting.	Explain past babysitting situations where disciplining a child was necessary, describe what was done, and the child's reaction.

Content	Learning Experiences	Evaluative Experiences
	Read and answer "Thought Questions" on babysitting situations where guidance is needed. (Appendix)	Take objective test on children's characteristics and emotions. (Appendix)

Major Concept II Responsibilities of caring for children
Major Objective II Demonstrates responsibilities of caring for children.

Concept A Use of ethics in babysitting as an occupation
Objectives A Applies use of ethics in babysitting.
Acquaints self with ethics of babysitting.
Believes in the importance of babysitting ethics.

Performance Objectives
The student will
1. list responsibilities of babysitters and employers.
2. summarize expectations of babysitters and employers.
3. apply the relationship of ethics to self.

Generalization: Babysitting ethics influence the way responsibilities are carried out and will affect the satisfaction of both employer and babysitter.

Content	Learning Experiences	Evaluative Experiences
Babysitting is an occupation.	Discuss possibilities of employment in the field of babysitting.	List possibilities of babysitting as an occupation.

Content	Learning Experiences	Evaluative Experiences
Ethics are standards of conduct and moral judgement.	Define ethics to determine what they are and how ethics apply to self and babysitting.	Draw conclusions on ethics to determine how they apply to self while babysitting.
Babysitters and employers have responsibilities toward each other.	Read references to identify babysitting responsibilities.	Complete babysitting memo card to use on the job. (Appendix)
	Participate in chalk talk to identify responsibilities of babysitters and employers.	Compile a "Babysitters Pledge" or "10 Commandments for Babysitters" which describe the responsibilities of babysitting duties.
The way responsibilities are carried out affects the satisfaction of both babysitters and employers.	Discuss relationship between babysitters and employers.	Role play situations depicting various relationships between babysitters and employers.
	Listen to resource person or persons discuss babysitting duties, responsibilities, and expectations.	List rules and expectations employers have for babysitters. (Appendix)
	Read, answer, and discuss "Babysitting Problems and Questions asked by jr. high babysitters." (Appendix)	
	Discuss factors involved in completing an application form.	Complete an application form for babysitters. (Appendix)
		Place completed forms in areas where employers may call for possible sitters.

Concept B Care of children by babysitters
Objectives B Applies the principles of care of children while babysitting.
Demonstrates significance of emergency care.
Shows awareness of importance of care of children while babysitting.

Performance Objectives
The student will
1. list ways accidents can be prevented both inside and outside the home while caring for children.
2. give examples of and describe symptoms of childhood illnesses.
3. demonstrate first aid techniques.

Generalization: Child care and safety while babysitting will depend upon the awareness of responsibilities of babysitters

Content	Learning Experiences	Evaluative Experiences
Babysitters are responsible for the care and safety of children.	Participate in buzz sessions to identify dangers inside and outside the home which threaten the safety of children.	Describe ways dangers inside and outside the home can be prevented.
	Read handout, "Safety Awareness with Children." (Appendix)	Prepare an exhibit or bulletin board on child related accidents and safety precautions.
A responsible babysitter is able to recognize common childhood illnesses and know what to do when a child becomes ill.	Listen and respond to resource person to gain an understanding of childhood illnesses and what to do when a child becomes ill.	List childhood illnesses and identify activities to occupy the time of a sick child.
	Explain importance of knowing who to contact in emergency situations.	Review emergency areas identifed on babysitters memo for phone numbers and people to contact in case of emergency.
Practice of first aid techniques enables a babysitter to meet emergency situations.	Read and discuss articles on first aid to identify facts.	Summarize importance and application of first aid.

Content	Learning Experiences	Evaluative Experiences
	Observe resource person demonstrate first aid.	
	Practice techniques for emergency situations when student can apply first aid, i.e., cuts, falls, possible drownings, burns, poisonings.	Compile a list of first aid equipment, its location in the home and references for its use. Compare lists in class.

Concept C Importance of interacting with children

Objectives C Demonstrates importance of interactions with children.
Desires to develop better skills while interacting with children.

Performance Objectives
The student will
1. list games children like to play.
2. explain how various materials entertain, and help children learn and grow.
3. prepare a babysitting kit to use on the job.

Generalization: Play will influence the growth and development of children.

Content	Learning Experiences	Evaluative Experiences
Play is the main business of childhood.	Read and discuss articles on childhood play techniques, i. e., Cappy Dick. List games children like to play.	Draw conclusions on importance of playing with children while babysitting.

Content	Learning Experiences	Evaluative Experiences
The material a child uses in play entertains as well as helps to control and develop the body.	Discuss how various materials not only entertain, but help a child learn and grow.	Arrange an exhibit of household articles and other toys which children enjoy playing with.
Safety of toys depends upon their use.	Look for and list different materials besides purchased toys that a child might play with safely.	Draw conclusions as to the relationship of use of toys to their safety.
	Fish bowl: Place different toys and other materials in box for students to draw from. Describe how the articles are safe or dangerous if used correctly or incorrectly.	
	Make a simple toy or game a baby-sitter could make with a child or give a child to play with safely, i. e., walnut shell boats, pipe cleaner animals, yarn men, egg carton worms, bean bags of felt, button face, Kleenex men - animals, paper bag masks, paper bag puppets, paper hats, jolly egg faces, play jewelry, disguises from paper (teeth, mustaches, glasses), potato prints - paint, number ring toss, button baseball, egg box marbles, spelling, trains, cars, trucks from cans and boxes, mobiles.	Demonstrate and discuss simple toys made by students, i.e., how to play with them, safety, creativity, interest level.

Content	Learning Experiences	Evaluative Experiences
Using creativity in working with children provides enjoyment and a wealth of experiences for all.	Observe librarian demonstrate how to read stories to children.	Draw conclusions on importance of story telling and effectiveness of presentations through class vote.
	Practice reading children's stories. Tape a reading on childrens stories.	Use criteria to determine effectiveness of presentation.
	Study resources and discuss ways and means of establishing rapport with children.	
	Compile a "Babysitter's Kit" to aid in establishing rapport with or entertaining children while babysitting.	Tell how to change this "kit" when frequently babysitting for the same children. Rate babysitting kits using established criteria. (Appendix)
	Plan and prepare a food lab on foods to make with children.	Summarize foods made in class to identify ways of involving children in food preparation.
	Plan and participate in a nursery school to practice ways of entertaining children, i.e., games to play - Ring-Around-The-Rosy, Farmer in the Dell, London Bridges, Captain May I?, Simon Says, songs to sing, stories to tell, finger games to play, creative play media, toys from home, nutritious snacks-prepare snacks children like and which are good for them - milk, raw fruits, vegetables, sandwiches.(Appendix)	Complete rating or evaluation sheet to determine effectiveness of nursery school experiences. (Appendix)
		Complete objective unit test on child development. (Appendix)

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

600 - 12c

I. Responsibilities for the development of children
A. Development of children

CHILD DEVELOPMENT INTEREST INVENTORY

Name ______________________________

Circle the appropriate response to each question concerning your interest about children and their development.

1 - Not Interested 2 - Somewhat Interested 3 - Highly Interested

1 2 3 1. What makes babies so lovable?

1 2 3 2. What is the difference between a young child's dependency and your dependency upon others?

1 2 3 3. What makes each child a unique individual?

1 2 3 4. What growth patterns can one expect from babies, toddlers, preschoolers, and early school age children?

1 2 3 5. Can you describe the basic characteristics of the phases of development for any child 6 years old or younger?

1 2 3 6. What do you need to know to take care of a newborn?

1 2 3 7. How can you entertain a 3, 6, and 9 month old baby?

1 2 3 8. How can you entertain 1 year old children and toddlers?

1 2 3 9. How can you entertain pre-schoolers and early school age children?

1 2 3 10. How can you help young children share?

1 2 3 11. How and why do young children imitate older individuals through speaking and acting?

1 2 3 12. Why do children become impatient and demanding?

1 2 3 13. Do you know which games and stories children like?

1 2 3 14. Do you know how to tell or read stories to children so they are meaningful and fun for children?

1 2 3 15. Do you know how to be a good babysitter?

1 2 3 16. Do you know what to do in case of any kind of emergency or accident when you are caring for children?

1 2 3 17. What do you do with a child who is having a temper tantrum?

1 2 3 18. How do you get children to bed and make them stay there when you are babysitting?

1 2 3 19. How do you make a young child mind you when you are babysitting?

600 - 13c

CHILD DEVELOPMENT INTEREST INVENTORY, continued

1 2 3 20. How do you guide children in their play activities to prevent squabbles and possible accidents?

1 2 3 21. How much does a young child need to eat and how often should a child be fed?

1 2 3 22. What can you do when a child becomes extremely frightened about something?

1 2 3 23. What responsibilities are you expected to carry out when babysitting with children of various ages?

1 2 3 24. How can you help young children cope with or control various emotions such as hate, anger, and jealousy?

1 2 3 25. How can you make up or create your own play ideas for young children you take care of?

1 2 3 26. How can you get a child to pick up after they are finished playing?

1 2 3 27. What do you do with a child who is having a nightmare?

1 2 3 28. What do you do when an older child starts beating up a younger child?

1 2 3 29. How do you make a tiny baby stop crying?

1 2 3 30. How do you get home safely when your employers come home intoxicated (drunk)?

600 - 14c

1 2 3 31. How do you handle a situation in which the child thinks he hurt himself but you cannot find anything wrong with him/her?

1 2 3 32. What and how much should you do when a child gets the flu while you are babysitting?

1 2 3 33. What can be done while babysitting when "someone" tries to scare you by peaking in the windows, knocking on the door, or calling on the phone?

1 2 3 34. How do you handle the situation when others (anyone unfamiliar) comes to the door?

1 2 3 35. How do you handle the situation when the child you are sitting for always wants to call and talk to the parents while they are gone?

I. Responsibilities for the development of children
   A. Development of children

DESCRIPTIONS CHARACTERISTIC OF CHILDREN AT VARIOUS AGES
Newborn to One Year

Name ______________________

Place descriptive words or phrases under each heading that describes an average child at each age. Use each description only once.

Newborn	3 Months	6 Months	9 Months	1 Year
Ex: Helpless	Moves head	Sits up with help	Begins to crawl	Begins to walk

600 - 15c

I. Responsibilities for the development of children
   A. Development of children

DESCRIPTIONS CHARACTERISTIC OF CHILDREN AT VARIOUS AGES
Toddler Through Pre-Schooler

Name ______________________________

Place descriptive words or phrases under each heading that describes an average child at each age. Use each description only once.

Toddler 1-2½ Yrs.	Pre-Schooler 2½ Yrs.	3 Years	4 Years	5 Years

600 - 16c

I. Responsibilities for the development of children
A. Development of children

A CHILD'S CHARACTERISTICS

Name ______________________________

Choose a child between the ages of 1-6 years old. Describe the characteristics of this child through the five phases of development.

PHYSICAL

Name ________________________ Age ____ Sex ____ Height __________ Weight __________
Hair color ___________ Eye color __________ Frame or bone structure ____________
Give an example of how the child dresses himself ________________________________

SOCIAL

Favorite toy the child plays with ____
Ages of other children the child plays with _____________________________________
Give an example of the child's play ____
Give an example of how the child imitates others ________________________________

INTELLECTUAL

The child's favorite stories are ____
The child's favorite games are ____
Special talents the child has ____
Creativity the child shows ____
Imagination the child uses ____
Give an example of how the child speaks ____

600 - 17c

EMOTIONAL

Describe how the child reacts to each of the emotions listed and give an example of how the child expresses each emotion.

Emotion	Reaction	Examples
Love		
Excitement		
Happiness		
Anger		
Jealousy		
Fear		

SPIRITUAL

Give several examples of what you think is important to the child.

I. Responsibilities for the development of children
B. Responding to children

RESPONDING TO CHILDREN'S BEHAVIORS

Write a word or description of your reaction to the following statements made by children.

Reaction

1. "I hate you, you're mean."
2. "Peew, your feet stink."
3. "I'm gonna tell my mom on you."
4. "That's mine, that's mine--you can't have it."
5. "Why don't the clouds fall down?"
6. "Where do babies come from?"
7. Cursing *#@!..*.?
8. "Ohh, you're so beautiful. When I grow up I'm going to look just like you."
9. "When I get big I'm going to marry you."
10. "There's a great big monster under my bed."
11. "I'm not going to bed, my mom said I could stay up as long as I want to."
12. "No, I don't want to."
13. "Why do I always have to do that?"
14. "What makes it thunder?"
15. "I get the biggest one cause I'm the oldest."
16. "No, honest, I didn't do it."
17. Crying big sobs, "I hurt myself."
18. Deeply involved in play, looks up and says, "I love you."
19. Young child trying to dress self, "Let me do it, I can dress myself."
20. "My dad is stronger than your dad."
21. One child to another "Liar, liar, pants on fire"...etc.
22. Child says to sitter, "He did it, and is he going to get it."

600 - 18c

After the reactions are written, discuss what these reactions do to a child's emotions and self-concept. Create positive rather than negative responses to each of the statements.

I. Responsibilities for the development of children
B. Responding to children

THOUGHT QUESTIONS

Name ______________________________

Answer the following questions and prepare to back up your answers for class discussion.

1. You are babysitting with 9 month old Billy. You have not taken care of him before. You are a stranger to him. When you enter the house and Billy sees you, he begins to cry. He will not stop crying. What can you and Billy's mother do to help Billy feel better when you come to babysit?

2. You are taking care of a 2 year old while his mother is at a school meeting. He cries and seems unhappy. What things should you check that may be the cause?

3. Sam is a bright, active 3 year old. He is curious and likes to take things apart. His mother found him trying to take a steam iron apart. Sam wanted to find out what makes steam come out of the iron. If you found Sam trying to take the iron apart, what would you have done?

4. Whenever Bill's mother asks him if he wants a glass of milk, he says "no." Do you think he says this because he does not want the glass of milk? Why?

600 - 19c

5. You are taking care of a 4 year old. When you ask him if he will pick up his toys he cannot seem to decide whether he will or not. What might you say to get him to pick up his toys?

6. You are babysitting with 5 year old John and you find him playing with matches. What would you do in this situation?

7. You are babysitting for 3 year old Sue and she does not want to go to bed at the time set by her parents. What would you do in this situation?

I. Responsibilities for the development of children
B. Responding to children

BASIC CHILDHOOD CHARACTERISTICS QUIZ

Name ______________________________

Place the letter from Column II that most accurately describes the characteristics of development in Column I.

Column I

_____ 1. A child is learning how to play with other children his own age.

_____ 2. How much the child weighs and how tall he is depends upon his ________ development.

_____ 3. The child reacts with anger and fear when he is uncertain about some things.

_____ 4. The child shows creativity in developing a special talent.

_____ 5. A child tells you he believes in you and trusts you to keep him safe.

Column II

A. Emotional

B. Intellectual

C. Physical

D. Social

E. Spiritual

Circle T or F.

T F 6. A newborn baby has a large head in proportion to the rest of his body.

T F 7. Eye sight is fully developed at birth.

T F 8. A baby has not learned to follow sound or movement until he is six months old.

T F 9. A nine month old baby cries easily when strangers enter their lives.

T F 10. The birth weight is trippled by the time an average baby is one year old.

T F 11. Two year olds love to take things apart and put them back together.

T F 12. A 1½ year old plays with one or two toys for long periods of time.

T F 13. Three year olds find it very difficult to make decisions by themselves.

T F 14. Characteristics of a four year old are: gets impatient and angry easily, yet wants to do everything by himself.

T F 15. Five year olds begin to create imaginary characters to play with.

600 - 20c

ANSWER KEY

1. D
2. C
3. A
4. B
5. E
6. T
7. F
8. F
9. T
10. T
11. T
12. F
13. T
14. T
15. F

II. Responsibilities of caring for children
A. Use of ethics in babysitting as an occupation

BABYSITTING MEMO

Names and ages of children and bedtimes:

Names:	Ages:	Bedtimes:

Special duties I must remember:

____
____
____

Things the children like to do that I can do with them while parents are gone:

____
____
____
____

Parents will be at ______________
______________ Phone No. __________
Police Dept. ______________
Fire Dept. ______________
Doctor ______________

Messages to give to parents when they return ______________

____
____
____

600 - 21c

II. Responsibilities of caring for children
A. Use of ethics in babysitting as an occupation

BABYSITTING EMPLOYEE RESPONSIBILITIES

Babysitter:

1. You have to like children to be a babysitter; if you do not like children or cannot handle them, don't be a sitter. It is possible to not get along with certain children. Explain this to parents if this seems to be the case, you may not be the best sitter for them.

2. Be prompt. Go over in advance if it is the first time for a family. Become familiar with the children.

3. Wear comfortable clothing to function effectively. Post earrings are safer than wires for pierced ears.

4. Your main concern is the safety of the children; keep them secure, happy and entertained. Do not watch t.v. until after the children are asleep unless the parents want their children to watch a program. Be prepared to help with homework, an infant, or some casual play "horsey", etc.

5. Become familiar with the house, carry a flashlight. DO NOT SNOOP. Ask where things are that you may need.

6. Know where your employer is going. Obtain phone number and approximate time of return.

7. Know emergency numbers: police, fire, rescue squad. If responsible for longer than one day, get the doctor's name and phone number.

8. Before the parents leave, obtain the following information:
   a. childrens bedtime
   b. special privileges each child has
   c. treats both children and you can have
   d. special items you need to know - formula, medicine to give, etc.

9. Come alone, do not tell your friends where you will be - this causes trouble. If there are more children or two families, the employer may ask you to have a friend come - both will be paid.

10. Children will try you out to see how much authority you have. Be firm and gentle. Do not get upset or loose your temper as this makes the problem worse.

11. If the children are fussy, play with them, read to them, create new play for and with them, make up games. Make it a fun experience.

12. When children misbehave:
   a. Inform parents of exactly what happened and what you did about it. Ask for suggestions if it ever happens again.
   b. Be patient, understanding, and give each child equal attention to prevent misbehavior.
   c. Be firm, never spank. You may have to divert their attention to something they enjoy.

600 - 22c

   d. Never leave young children alone - this way accidents and misbehavior are kept at a minimum.
   e. Make sure you know where older children are and what they are doing at all times.
   f. If a child throws a temper tantrum and you've tried everything - ignore him,but keep an eye on him until he is ready to act in an acceptable manner.

13. Charges or fee - when asked, "what do you charge?" never say "whatever you feel or think" - they may decide to take advantage of you. 50¢ - 75¢ an hour is the going rate for just watching and caring for the children. The more work you are asked to do, the more you should charge. You charge more for several children and more after midnight. If they overpay you - tell them and if they tell you to keep it, remember that when you get underpaid. Problems of sitting without pay - tell your parents as some people are not as fair as others.

14. Pets are a part of the family, no extra charge for watching them. If you are afraid of a pet, ask the parents to tie it or lock it outside or in the basement before they leave.

15. Keep doors locked and drapes drawn. Never let a stranger in even if the children appear to know the person.

16. Phone use - take any messages but do not let the caller know you are a sitter. Do not use the phone for your personal use, except in an emergency.

17. If the child gets sick - get him to the bathroom, clean up any mess you can. If necessary , call for help. If you get sick, call your mom or a very reliable person to replace you after notifying the parents.

18. Do not sleep on the job unless you ask your employer first.

19. Know the babysitting "ethics" about respecting the rights and responsibilities of others.

20. Leave the place cleaner and neater than you found it.

21. Know how to operate any equipment you will be required to use while on the job.

600 - 23c

II. Responsibilities of caring for children

A. Use of ethics in babysitting as an occupation

BABYSITTING PROBLEMS AND QUESTIONS ASKED BY JR. HIGH BABYSITTERS

1. What do you do when the child you are sitting for is scared?

2. What do you do if the child doesn't want to go to bed?

3. What do you do when you get crank telephone calls?

4. What do you do when the kids climb behind the furniture and won't stop fooling around?

5. What do you do when you get a phone call from your girl friend or boy friend and they say they are coming right over?

6. What do you do if a man knocks on the door and says he is the t.v. repair man, or the telegraph man with a message, or an uncle to the children, or some other person that really might be true and important?

7. What do you do when you find a little child playing with matches?

8. What do you do when the child faints?

9. What do you do even when you have already fed and burped a tiny baby and it starts crying again? You have already checked all the symptoms.

10. What would you do when a child starts crying in his sleep like he was having a nightmare?

11. What would you do when the child falls and hurts his arm and is crying quite bad so it must really hurt?

12. What to do when the boy's bedtime is 8:30 and you put him to bed in the same room as the baby because they share the bedroom. The boy wakes up the baby and crawls in bed with the baby and starts beating him up?

13. What would you do when an older child beats up on a younger child?

14. What would you do when some older kids start knocking on the doors and windows at 1:00 in the morning?

15. What would you do when the children are worried at night about their parents getting home safely?

16. Suppose you have to walk a long way home but the parents said they would drive you home--and they came home drunk?

17. What should you do when a mother calls and wants you to babysit with her sick children?

18. What should you do when the child says he is not hungry but still wants to eat his dessert.

19. What would you do when the child wants something you don't think they should have but their mother said they could have it?

600 - 24c

BABYSITTING PROBLEMS AND QUESTIONS ASKED BY JR. HIGH BABYSITTERS, continued

20. What do you do when the child's friends come in the house and make a big mess and a lot of noise?

21. What do you do when the child refuses to go to sleep?

22. What do you do when a child about 6 or 7 years old starts hitting you?

23. What do you do when a child insists they have to call their parents?

24. What would you do when the children are bad and the mother said you could not spank them?

25. What should you do when the child keeps begging for another drink of water after you put him to bed?

26. What would you do when the child keeps crying?

27. What would you do when you fix dinner for a child and he won't even eat a bit of it?

28. What should you do if two children want to be picked up or swung around and while you have one, the other one gets mad?

29. What should you do when the child says he has a headache and wants an aspirin?

30. What do you say or do when the child is asking for something you never even heard of?

31. What if the child is absolutely not tired and wants to stay up a little longer?

32. What can you do to make a shy child play with other children?

33. What do you do when the children do not want to come out of the bathtub?

34. How do you make the children pick up their toys when they are all done playing?

35. What should you do when you don't know how to operate the range and the mother wanted you to start dinner?

36. How would you handle a temper tantrum?

37. What should you do if you get sick when you are sitting?

38. How do you cancel a job without losing a chance to go there again?

39. What do you do when one child can go outside to play and you have to keep the other one inside?

40. How do you settle a fight between the children?

41. How much should you do when you babysit all day?

42. What do you say when they ask how much you charge?

43. How can you take care of an impossibly spoiled child?

44. What can you do about untrained house pets?

45. Do we have the right to spank children when they misbehave?

600 - 25c

II. Responsibilities of caring for children
A. Use of ethics in babysitting as an occupation

BABYSITTING APPLICATION FORM

Name ____________________ Age ________

Address ____________________ Phone No. ________

Are you generally a healthy person? Yes ______ No ______

If no, explain ____________________

I have had experience sitting with the following children:

Ages of Children:	No. of children at this age:	No. of times:
Birth to one year ______	______	______
One to two years ______	______	______
Two to three years ______	______	______
Three to four years ______	______	______
Four to five years ______	______	______
Over five (indicate ages)	______	______
______	______	______

Names and ages of brothers and sisters: ____________________

____

Ages of children I particularly like to babysit for are: ____________________

Activities I like to play or do with children are:

____________________ ____________________

____________________ ____________________

____________________ ____________________

Emergency Care: this is what I would do if the child

Burned himself ____________________

____

Swallowed something poisonous ____________________

____

Cut himself ____________________

____

600 - 26c

BABYSITTING APPLICATION FORM, continued

Began choking ____________________

____

Child's life was in danger ____________________

____

I can tell when a child is not feeling well by the following symptoms:

____

____

____

I have had experience with each of the following:

Changing diapers ________ Entertaining children outside ________

Feeding children ________ Operating gas range ________

Bathing children ________ Operating electric range ________

Feeding babies ________

My favorite subjects, interests, and hobbies are: ____________________

____

____

When babysitting during the week, I should be home by: ____________

When babysitting during weekends, I should be home by: ____________

My suggestion for hourly rate of pay is ____________________

Names and addresses of two references (not relatives) that can describe my abilities and responsibilities in handling children are:

Name ____________ Address ____________ Phone No. ______

Name ____________ Address ____________ Phone No. ______

600 - 27c

II. Responsibilities of caring for children
B. Care of children by babysitters

SAFETY AWARENESS WITH CHILDREN

1. Everything goes into his mouth for the "bite" test. Small objects such as buttons, marbles, pins, short crayons, or anything small enough to swallow must be kept out of reach.

2. Sharp things like scissors, knives, forks, nail files, and pencils should be put back in their proper places out of a small child's reach.

3. Toys with cords should not be taken to bed. Toys with small parts should not be used with small children.

4. Disinfectants, poisons, and bleaches normally stored under the sink should be moved to high cabinet shelves when a baby begins to creep about and poke into boxes and jars.

5. All medicines and medical supplies should be placed under lock and key.

6. Make sure tablecloths and dresser scarfs do not hang down within the baby's reach where a strong pull could bring things clattering down upon his head.

7. Place gates at head and foot of stairs to protect the baby from falls.

8. Cover open wall and floor sockets for electrical devices with tape to keep out a baby's fingers.

9. Make sure he is out of the cooking area of the kitchen when meals are being prepared. Turn pan handles toward center of the range. Wipe up spills immediately.

10. Make sure lead paints are avoided on playthings and cribs.

11. Children should not be allowed to jump from high places.

12. Keep plastic bags away from all children.

13. Keep child's shoestrings tied and belts fastened.

14. Do not allow children to play in the streets, driveways, or areas with lots of traffic.

15. Keep small children away from windows and doors that are not tightly closed.

16. Do not allow children to be alone in the bathroom, near ponds, pools or cisterns.

17. Do not allow children to play with matches, candles or electrical appliances including the controls on the range.

18. Keep drawers and doors closed that contain possible dangers to children.

19. The child is your main concern, never leave children alone while they are awake.

600 - 28c

II. Responsibilities of caring for children
C. Importance of interacting with children

BABYSITTING KIT RATING SCALE

Name ______________________________

Rate on scale from 1 to 5, with 5 being the highest.

1.	Attractive and appropriate carrier for the "Kit", easy to carry to the job.	1 2 3 4 5
2.	Items appropriate for the age level of the child or children and easy to play with.	1 2 3 4 5
3.	Items constructed well to last and are fun and attractive to play with.	1 2 3 4 5
4.	Items "challenging" and creative for you to make, not too simple or too difficult.	1 2 3 4 5
5.	Turned in on time with evaluation of how they are to be used and age levels of the children you will use them with.	1 2 3 4 5

Total ____________ Grade ____________

600 - 29c

II. Responsibilities of caring for children
C. Importance of interacting with children

CHILD DEVELOPMENT "CHILDREN'S HOUR" PRE-SCHOOL PROGRAM

The junior high students enrolled in Home Economics class are studying Child Development and Guidance. Each student is required to select one pre-school child to observe and play with. The student will introduce new creative play ideas, help the children understand acceptable social behavior (discipline), recognize individual characteristics of children, and learn the proper techniques and procedures for babysitting.

The Home Economics student is asked to bring the pre-school child to school during her Home Economics period for actual study and application of classroom learning one hour a week for three weeks. Our scheduled dates for "Children's Hour" participation is at ______________________ on ______________________. (school) date(s)

Each Home Economics student is required to spend two additional hours with her pre-school child during each week to relate experiences for class discussion and evaluation.

The parents of the pre-school child will help the student work out transportation to and from school for the class hours. You can bring the child to __________ classroom before each class. Please use the ______________ door or entrance to the building.

Please complete the bottom section of this form and return it with the student. Your help is greatly appreciated. We are looking forward to working with your child. At the close of the program, you will be asked to make an evaluation and write comments.

____
Home Economics Teacher

- -

Name of Pre-School Child ______________________________ Age ______

Parent's Name ______________________________ Telephone Number ______

Parent's Address ____

Junior High Student Sponsor ____________________ Class Hour __________

Time ______________

____
Signature of Parent or Guardian

600 - 30c

II. Responsibilities of caring for children
C. Importance of interacting with children

CHILD DEVELOPMENT "CHILDREN'S HOUR" LABORATORY SCHEDULE

Could be used to plan a nursery school.

Date ______________ Pre-School Lab # ______________ Class Hour ______________

Name Tags - original designs for identifying each child.
Students Responsible ______________________
____
____

Hostess(es) - greet mothers with children, help children with wraps and put them in proper places, attach name tags.
Students Responsible ______________________
____
____

Table Arrangement - plan for flexibility, wide area for beginning of hour for games; several tables pushed together with chairs for the art activity and small group activity.
Students Responsible ______________________ Activity ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________

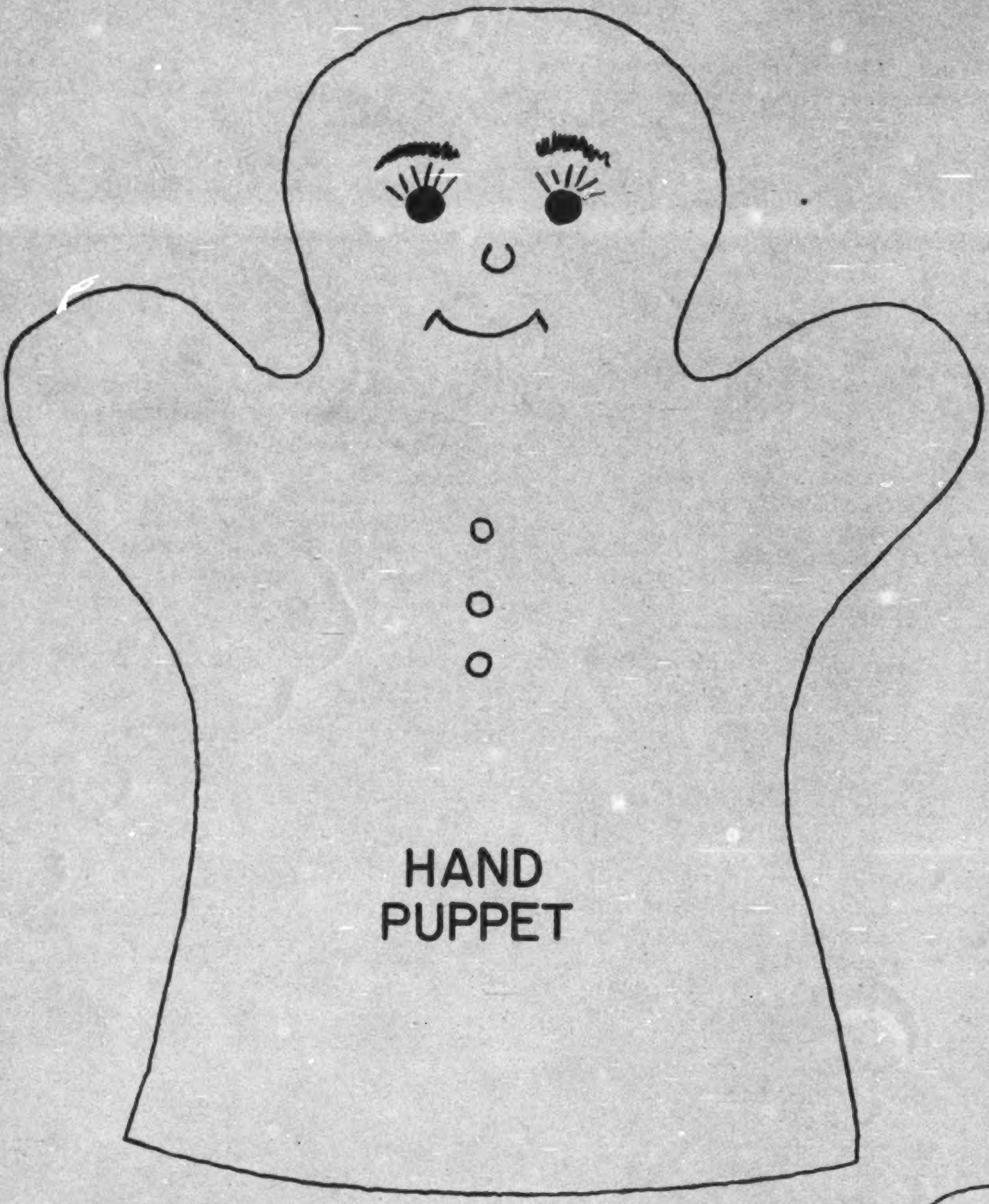
Large Group Activity - planned to stimulate fun atmosphere. Allows students to get warmed up, relax and ready for interaction among others. Develops coordination and cooperation.
Students Responsible ______________________ Activity ______________________
______________________ ______________________
______________________ ______________________
______________________ ______________________

Art Activity - geared to various age or ability levels to encourage creativity with a variety of media. Promotes a feeling of accomplishment for the youngster as they can display works at school and at home. Stimulates aesthetic appreciation and encourages experimentation.
Students Responsible ______________________ Activity ______________________
______________________ & ______________________
______________________ Equip. ______________________
______________________ ______________________

Small Group Activity - aimed toward enriching child's mind or increasing social participation: puppet shows, stories, number, alphabet skills, dramatic play, etc.
Students Responsible ______________________ Activity ______________________
______________________ & ______________________
______________________ Material ______________________
______________________ ______________________

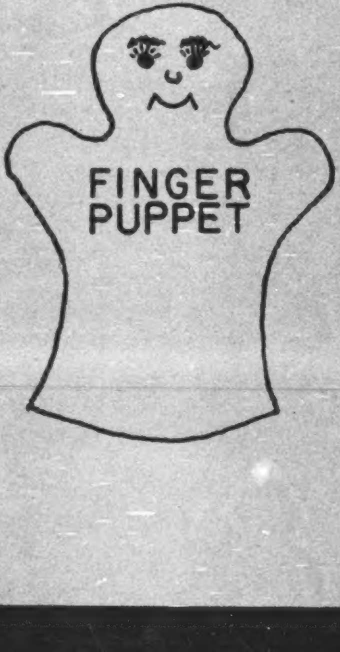
Snacks - encourages proper manners while eating, instills importance of cleanliness after play, before and after eating.
Students Responsible ______________________ Snacks ______________________
______________________ ______________________

Finger Plays or Songs - small muscle coordination, rhythm, and joy of music (appreciation) are learning experiences.
Students Responsible ______________________ Activity ______________________


HAND
PUPPET

600 - 32c

CREATE YOUR OWN FROM THIS BASIC PUPPET DESIGN


FINGER
PUPPET

II Responsibilities of caring for children
  C. Importance of interacting with children

II. Responsibilities of caring for children
    C. Importance of interacting with children

CREATIVE MEDIA

Play Dough

3/4 cup water
1/4 cup salt
1-1/2 teaspoons oil
1 tablespoon alum
1 cup flour
food coloring

Add salt to water and bring to full rolling boil. Set on cooling rack. Stir in oil, alum and food coloring. Quickly mix in flour and knead.

Homemade Paste

Mix 1-1/2 cup flour with 1/4 cup water.

Cornstarch Modeling Material

(1) Mix thoroughly in a bowl:
    1 part cornstarch
    1 part salt
    1-1/2 parts flour
(2) Add warm water slowly to form a stiff dough - you may need to add more flour.
(3) Dust dry flour on the dough to prevent stickiness.
(4) Divide dough into smaller portion and knead in food coloring (2 or 3 drops in a teaspoon of water).
(5) Wrap in plastic to prevent drying.

FINGER PLAYS AND SONGS TO DO WITH CHILDREN

THREE GREEN SPECKLED FROGS (do the actions while singing)

Three green speckled frogs
Sat on three speckled logs
Eating the most delicious bugs - Yum, yum, yum
One jumped into the pool
Where it was nice and cool
Now there are two green speckled frogs

Two green speckled frogs
Sat on two speckled logs
Eating the most delicious bugs - Yum, yum, yum
One jumped into the pool
Where it was nice and cool
Now there is one green speckled frog

One green speckled frog
Sat on one speckled log
Eating the most delicious bugs - Yum, yum, yum
One jumped into the pool
Where it was nice and cool
Now there are no green speckled frogs - Glub, glub, glub

RAGS

I have a dog, his name is Rags
He eats so much his tummy sags (bulge out tummys)
His ears flip flop (use hands by head and make flip flop motions)
His tail wig wags (wiggle bottoms)
And when he walks, he goes zig zag (zig zag body)

Flip flop, wiggle waggle, zig zag (repeat motions)
Flip flop, wiggle waggle, zig zag (repeat motions)

BRINGING HOME A BABY BUMBLE BEE

I'm bringing home a baby bumble bee (cup hands and make swinging movements back
Won't my Mommy be so proud of me and forth)
I'm bringing home a baby bumble bee
Buzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzz
Ow! He stung me (open up hands and let bee go)

IT'S CLEAN UP TIME AT NURSERY SCHOOL

It's clean up time at nursery school
It's time for girls and boys
To stop what they are doing now
And pick up all their toys

SMILE

I have something in my pocket that belongs across my face
I keep it very close at hand in a most convenient place
I'll bet you couldn't guess it, if you guessed a long, long while
So I'll take it out and put it on
It's a great big happy smile!!

OPEN SHUT THEM (using hands)

Open - shut them, Open - shut them
Give a little clap
Open - shut them, Open - shut them
Lay them in your lap

Creep them, creep them
Creep them, creep them
Right up to your chin
Open wide your little mouth
But do not let them in (quickly put hands behind back)

MY HANDS UPON MY HEAD

My hands upon my head I place
On my shoulders, on my face
At my waist and by my side
And then behind me they will hide
And then I raise them way up high
And let my fingers swiftly fly
And then I clap them 1 2 3
And see how quiet they can be

THE BEEHIVE (make a fist with right hand, this is a beehive, bring out a finger as you count each bee, begin with thumb)

Here is the beehive
Where are the bees?
Hidden away where nobody sees
Soon they come creeping out of the hive . . .
. . . One! Two! Three! Four! Five!

600 - 34c

FINGER PLAYS AND SONGS TO DO WITH CHILDREN, continued

HERE IS A BUNNY

Here is a bunny with ears so funny (hold up two fingers to head)
And here is his hole in the ground (make a circle with thumb and index finger)
When a noise he hears (hands to ears)
He perks up his ears (hold up fingers)
And jumps in his hole in the ground (put fingers into circle)

GRANDMA'S GLASSES

Here are grandma's glasses (make circles with fingers over eyes)
And here is grandma's hat (hands pointed on top of head)
This is the way she folds her hands (fold hands)
And lays them in her lap (put hands in lap)

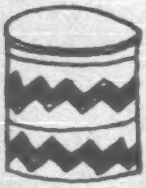
I HAVE A LITTLE TURTLE

I have a little turtle and he lives in a box
He swims in the puddle
And he climbs on the rocks
He snapped at a mosquito
He snapped at a flea
He snapped at a minnow
And he snapped at me

He caught the mosquito
He even caught a flea
He caught the minnow
But he didn't catch me!

SUGGESTED ART ACTIVITIES FOR CHILDREN

600 - 35c



Drum
Let children decorate their cans with the materials they choose.

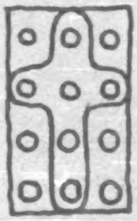
Materials - empty coffee can and lid (plastic)
- paste
- scissors
- fabric, paper, felt

Psychodelic Colors
Make shapes or designs on paper. Cover entire paper with black crayon - scrape with scissors.

Materials - construction paper
- crayons - vibrant colors
- large black crayon

Carton Cross
Cut egg carton in shape of a cross using the bottom part. Decorate. Use thumb tack for mounting. Any basic design would work well.

Materials - egg carton
- glue
- glitter
- thumb tacks
- beads
- any small decorations
- scissors



Finger Painting
Mix paint and water.
Let child be creative with the paints and his hands.

Materials - tempera paint
- paper
- newspaper
- apron - smock for each child

SUGGESTED ART ACTIVITIES FOR CHILDREN, continued

Egg Shell Pictures
Paste crushed egg shells on paper and paint them.

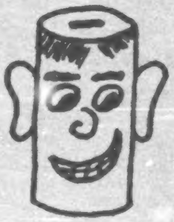
Materials - egg shells
- water paints
- paste
- construction paper

Christmas Tree Picture
A picture (outline) of a tree will be drawn on the paper. The child will decorate the tree using food items.

Materials - white paper
- glue
- chocolate chips
- nuts
- cherries
- celery stalk, leaves
- apple peels
- orange peels

A Penny Bank
Make eyes, ears, nose, mouth out of paper. Cut slots for hole in top and make ears. Sew nose with (thread) yarn.

Materials - oatmeal box
- construction paper
- yarn
- scissors
- darning needle
- 2 cardboard circles

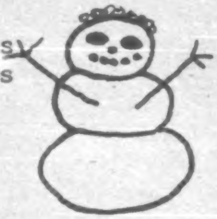


Potato Prints
Mix paint. Cut potato in half. Cut a design in it. It is dipped in the paint and transferred onto the paper.

Materials - potato
- paint
- paper

Snowman
The children will make snowmen of marshmallows and stick them together with toothpicks and frosting. Use chips, raisins and coconut for face.

Materials - large marshmallows
- small marshmallows
- chocolate chips
- coconut
- raisins
- thin frosting
- toothpicks



Straw Paintings
Tempera paint is dripped onto the paper. The children blow through the straw and make designs.

Materials - straws
- paper
- tempera paint

Snow Paintings
Whip Ivory with electric mixer (if flakes - add water). Color with tempera paint (dry) if desired. Children paint with snow, using their hands.

Materials - Ivory flakes or (liquid)
- dry tempera paint
- paper

Collages
Use old scraps, or objects - have them in the center of the table. Children will have paper, paste, and scissors. They can use their imaginations and create a collage.

Materials - buttons
- fabric scraps
- paper
- magazine pictures
- leaves
- rocks
- foil
- paper - paste - scissors

II. Responsibilities of caring for children
C. Importance of interacting with children

EVALUATION OF OBSERVATION - "CHILDREN'S HOUR"

Name ______________________________

1. Name of one child you observed ______________________ Age _____ Sex _____

2. Did you observe and play with this child out of school? Yes _____ No _____
If so, how many hours during the Child Development Unit? __________________

3. List the activities at play school the child participated in.
A.
B.
C.
D.

4. Which activities did the child seem to enjoy the most?
A.
B.
C.

5. Identify one reason why you feel the child really enjoyed the activity.
A.
B.
C.

6. Name one activity the child may not have enjoyed as much as others and tell why you think the child didn't enjoy it.
Activity -

Reason -

7. Which activities may have been new experiences for the child?

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8. Which activities allowed the child to use own creativity and imagination?

9. Which activities contributed to the learning and/or development of the child:
Physically -

Emotionally -

Socially -

Intellectually -

10. Identify at least one cute expression the child said or did.

11. What was the child's reaction to the snack?

12. What experiences did you gain from participating in the play school?

13. What misbehavior did you recognize? What caused it? Could it have been prevented?

14. What suggestions do you have to improve our play school?

15. List comments made by the child and/or the parents after the program.

II. Responsibilities of caring for children
C. Importance of interacting with children

CHILD DEVELOPMENT UNIT TEST

Name ____________________________

Place the letter from Column II on the blank to the left of Column I which best describes characteristics of children of various ages.

Column I

_____ 1. Follows sound, movement, smiles, turns over.

_____ 2. Very independent, cooperative, needs games and books to occupy time and help learn.

_____ 3. May stutter, asks constant "Why", says "No" to many things.

_____ 4. Brags, gets angry easily, needs constant approval to continue improving.

_____ 5. Large head in proportion to body, completely dependent upon others.

_____ 6. Afraid of strangers, begins sitting and crawling, gets into everything.

_____ 7. Babbles, coos, laughs out loud, begins to recognize difference in people.

_____ 8. Begins to walk, begins to feed self quite well, says a few words.

_____ 9. Has imaginary characters, begins to enjoy playing with other children.

Column II

A. Newborn
B. 3 Months
C. 6 Months
D. 9 Months
E. 1 Year
F. 2 Years
G. 3 Years
H. 4 Years
I. 5 Years

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Circle T or F before each statement concerning your responsibilities as a babysitter.

T F 10. After feeding the children you babysit for, wash and put the dishes away as you found them.

T F 11. Never let the children out of your sight until asleep.

T F 12. Give a young child, 2 or 3, a small plastic bag to keep his treasures in.

T F 13. When a child tells you he has a headache and wants an aspirin, give him one.

T F 14. When someone knocks on the door such as the t.v. repairman, or an uncle of the children, let them in to take care of their business.

T F 15. Ignore a child's temper tantrum, but keep an eye on him until he gets over it.

T F 16. When you are bothered with a lot of phone calls while babysitting, take the phone off the hook.

T F 17. Every child requires the same amount of love and understanding.

T F 18. Children's play helps to control and develop the body.

T F 19. Tell your employer you will accept any rate they feel you have earned.

T F 20. Check closets, drawers, and all cupboards at the home you are sitting to make sure you know where everything is located.

Circle the correct response for each statement.

21. A child misbehaves because,
    A. he wants to get you in trouble.
    B. he is basically a brat.
    C. he wants to find out what limits he can go with you.

22. When a child becomes very ill and/or tires after bumping his head,
    A. call the doctor as he may be seriously hurt.
    B. he wants extra attention.
    C. the bump made him very tired.

23. One child wants to watch t.v., the other one does not, you,
    A. turn the t.v. off.
    B. suggest you do something with the one while the other one watches his program.
    C. insist on everyone agreeing to one t.v. program.

24. When a child misbehaves,
    A. scold his naughty actions.
    B. tell him to be good so he can get some candy.
    C. explain why the behavior is unaccepted, then be firm and fair.

25. As the parents leave, the child wants to go and fusses, you,
    A. let his mother handle the situation.
    B. begin playing with him using something he enjoys.
    C. offer him a stick of gum to be quiet.

26. The child wants you to read to him.
    A. Tell him to be quiet and watch the t.v. program until a commercial comes on.
    B. Let him select his favorite book.
    C. You select a book you feel is right for his age.

27. The child refuses to go to bed.
    A. Take care of preliminaries ahead of time, be firm, read him a story.
    B. Let him fall asleep on the sofa.
    C. Tell him you'll tell his mom on him and she will punish him.

28. The child is afraid of a monster under his bed.
    A. Tell him you'll chase it away.
    B. Tell him not to be so silly as there are no monsters.
    C. Offer to look with him to reassure him there is no one.

600 - 39c

29. The child asks you why it thunders.
    A. Tell him two air masses meet and create a noise.
    B. Tell him the angels are bowling in heaven.
    C. Tell him that God does that to make naughty children behave.

30. When you must give medication to children you babysit for,
    A. follow directions on the prescription.
    B. give the medication just as the parent told you to.
    C. get complete instructions in writing signed by the parents.

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ANSWER KEY

1. B
2. I
3. F
4. H
5. A
6. D
7. C
8. E
9. G
10. T
11. T
12. F
13. F
14. F
15. T
16. F
17. F
18. T
19. F
20. F
21. C
22. A
23. B
24. C
25. B
26. B
27. A
28. C
29. A
30. C

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600 - 41c

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600 - 42c

EXPLORING YOUR WORLD: CLOTHING AND HOUSING 605	8 1 sem
Open to boys and girls	

EXPLORING YOUR WORLD: CLOTHING

Students in the 8th grade are striving for social approval. Personal appearance becomes increasingly more important to them as they become interested in the opposite sex. At this age, students also vary greatly in physical, mental, social, and emotional maturity. The class must be geared to meet all abilities to enable them to achieve some degree of success.

This unit places emphasis on personal grooming and clothing care and stresses the development of sewing basics in the construction of a simple sleeveless, collarless garment. Careers related to grooming, clothing care, and clothing construction are introduced.

Conceptual Structure

EXPLORING YOUR WORLD: CLOTHING

I. Importance of personal appearance and clothing care
  A. Influence of health habits on personal appearance
    1. Introduction to personal appearance
    2. Importance of posture
    3. Importance of body and skin care
    4. Importance of complexion care
    5. Importance of hand and foot care
    6. Importance of hair care
  B. Care of clothing
    1. Techniques of spot and stain removal
    2. Techniques of ironing and pressing
    3. Techniques of clothing repair

II. Role of consumer education
  A. Selection of pattern
    1. Selection of figure type and size
    2. Importance of pattern envelope
  B. Selection of fabric
  C. Types of home and school sewing equipment
    1. Types of sewing equipment
    2. Types of sewing machines

III. Techniques of clothing construction
  A. Development of basic sewing know-how
    1. Importance of working safely with others
    2. Use of a sewing machine
    3. Importance of reading and altering a pattern
    4. Preparation of fabric
    5. Techniques used in pattern layout
    6. Techniques in the transfer of pattern markings
  B. Techniques used in the construction of a sleeveless, collarless garment
    1. Importance of unit construction
    2. Use of staystitching
    3. Types of seam finishes used on plain seam

    4. Types of darts
    5. Technique of gathering
    6. Techniques of facings
    7. Techniques of patch pockets
    8. Technique of lapped zipper application
    9. Techniques of hemming
  C. Effect of techniques on completed garment

IV. Introduction to careers in clothing and housing

Major Concept I   Importance of personal appearance and clothing care
Major Objective I   Applies knowledge in the importance of personal appearance and clothing care.

Concept A   Influence of health habits on personal appearance
Objective A   Applies knowledge in the influence of health habits on personal appearance.

Concept 1   Introduction to personal appearance
Objectives 1   Comprehends importance of personal appearance.
Acquaints self with importance of personal appearance.

Performance Objectives
The student will
1. identify the areas of grooming.
2. give examples of the basic health habits.

Generalization: The continuing practice of good grooming routines may result in an attractive appearance.

Content	Learning Experiences	Evaluative Experiences
Good grooming is keeping neat, clean, and appropriately dressed at all times.	Listen to recording or view visual on grooming to become acquainted with the overall picture of personal care. (Bibliography)	Discuss visual or recording to bring out the various phases of grooming. Suggest ideas of areas to emphasize in grooming with the use of a suggestion box.
Good grooming begins with basic health habits.	Listen to explanation of the importance of: 1. eating properly, 2. fresh air and exercise, 3. plenty of sleep.	Discuss the factors involved in practice of basic health habits.

Concept 2 Importance of posture
Objectives 2 Illustrates importance of posture.
Acquaints self with the importance of posture.

Performance Objectives
The student will
1. identify correct posture.
2. explain the procedures to follow to achieve good posture.
3. summarize the importance of posture.

Generalization: The continuing practice of good grooming routines may result in an attractive appearance.

Content	Learning Experiences	Evaluative Experiences
Posture is the way the body is held when standing, sitting, and walking.	View demonstration by resource person on the importance of good posture and how to achieve it.	Discuss techniques of good posture. Take self-appraisal quiz to rate own posture. (Appendix)
There are special exercises that help improve posture.	Read references on simple exercises that improve posture. (Bibliography)	Demonstrate simple exercises that will help improve posture.

Concept 3 Importance of body and skin care
Objectives 3 Comprehends importance of body and skin care.
Acquaints self with the importance of body and skin care.

Performance Objectives
The student will
1. describe the importance and steps in body cleanliness.
2. explain the types and application of fragrances.

Generalization: The continuing practice of good grooming routines may result in an attractive appearance.

Content	Learning Experiences	Evaluative Experiences
Body cleanliness is essential for good health and good looks.	Read reference on body cleanliness for the following information: 1. functions of the skin 2. reasons for bathing 3. ways to bathe 4. bath products 5. other grooming techniques	Complete questions after reading reference to reinforce information on body cleanliness.
	Listen to resource speaker on the importance of personal hygiene.	Discuss the importance of personal hygiene.
There are many products on the market that can help solve the problem of body odor.	View visual on perspiration to reinforce understanding of the problem. (Bibliography)	Define deodorant and anti-perspirant to show knowledge of these terms.
	View presentation of products designed to prevent body odor.	
Shaving is an important consideration in the process of learning good grooming habits.	Discuss information from previous visual on shaving to determine the importance of and the methods of shaving.	Take quiz to review information on perspiration and shaving.
A hint of fragrance is the final touch of good grooming.	Listen to a description of the different types of fragrances.	Take fragrance I.Q. test to determine the type of fragrance to choose for individual personality. (Appendix)
	View and find areas on own body where fragrances can be applied.	Discuss application of fragrances.

Concept 4 Importance of complexion care
Objectives 4 Comprehends importance of complexion care.
Acquaints self with the importance of complexion care.

Performance Objectives
The student will
1. outline care of own skin.
2. give examples of use of products designed for complexion care.

Generalization: The continuing practice of good grooming routines may result in an attractive appearance.

Content	Learning Experiences	Evaluative Experiences
There are several basic skin types: dry, oily, normal, and combination.	Read reference describing characteristics and care of the basic skin types. (Bibliography)	Identify own skin type to aid in understanding of skin care. Complete questions on care of skin to reinforce understanding of the techniques used.
Many teenagers have special complexion problems due to physical changes, emotions, and eating habits.	View visual on the causes and control of teenage skin problems. (Bibliography)	Discuss visual to determine understanding of teenage skin problems.
	View presentation of products designed for complexion care.	Exchange ideas on the use of products designed for complexion care.
Cosmetics are used to enhance a clean and clear complexion.	Read reference and view visual on makeup tips for teenagers. (Bibliography)	Discuss visual and compare makeup tips and feelings about makeup.

Concept 5 Importance of hand and foot care

Objectives 5 Applies knowledge in the importance of hand and foot care.
Assumes responsibility in the care of hands and feet.
Performs steps in the care of hands and feet.

Performance Objectives
The student will
1. describe appearance of own hands and nails.
2. give examples of manicuring equipment.
3. practice steps in giving a manicure and pedicure.

Generalization: The continuing practice of good grooming routines may result in an attractive appearance.

Content	Learning Experiences	Evaluative Experiences
Attractive hands are clean hands with neat nails.	Discover meanings of words used in relation with care of nails, i.e., cuticle, hangnail, manicure, matrix, pedicure, emery board.	
	View visual on hand care to gain knowledge in the techniques used. (Bibliography)	Study appearance of own hands and nails.
A manicure is a method of caring for fingernails.	View demonstration of the equipment used in a manicure and the techniques involved in giving a manicure.	Manicure nails following the procedures that were demonstrated.
When feet are well cared for, they feel comfortable.	Read reference on problems of the feet to gain knowledge. (Bibliography)	Discuss foot problems.
	Listen to explanation of the importance of well-fitting shoes for foot comfort.	Draw an outline of own foot to compare size and shape with the sole of same shoe.

Content	Learning Experiences	Evaluative Experiences
	View demonstration of exercises that help to strengthen arches of feet.	Practice exercises to help strengthen arches of feet.
A pedicure is a method of caring for toe nails.	Participate in chalk talk on the procedures to follow in giving a pedicure.	Pedicure toe nails at home following the procedures as explained.
Appropriate hand and foot care enables the student to be well-groomed.	Use a check sheet for a specified length of time to keep a record of manicures and pedicures.	Write a summary of the effects of manicures and pedicures on personal appearance.

Concept 6 Importance of hair care

Objectives 6 Comprehends importance of hair care.
Accepts responsibility in the care of hair.
Follows techniques in the care of hair.

Performance Objectives
The student will
1. identify hair care techniques for individual hair types.
2. give an example of a self-flattering hair style.

Generalization: The continuing practice of good grooming routines may result in an attractive appearance.

Content	Learning Experiences	Evaluative Experiences
Hair, given care, is usually healthy hair.	Read reference on the parts of hair. (Bibliography)	Complete crossword puzzle on hair. (Appendix)

Content	Learning Experiences	Evaluative Experiences
		Label parts of hair on a diagram to determine knowledge.
	Study information of hair types and their specific care techniques. (Bibliography)	Exchange ideas on care of own specific hair types.
	Read reference on the purposes of brushing hair. (Bibliography)	List the purposes of brushing hair.
	View demonstration of the proper method of brushing hair.	Practice demonstrated methods of brushing hair at home.
	Listen to explanation of the importance of using a clean comb or brush.	Check own combs and brushes for cleanliness
The hair is a frame for the face.	Discuss facial types and how to determine them.	Trace face outline on mirror with soap to determine shape of face.
	View visuals on hair styles that flatter each facial type.	Select a picture of a hair style that would flatter own facial type and explain reason for selection.
	Listen to resource person discuss hair care and hair styles.	Play academic game, "Grooming Bingo", to review knowledge and comprehension of grooming. (Appendix)
		Take test on personal care to determine understanding of the various areas covered. (Appendix)

Concept D Care of clothing
Objective B Illustrates care of clothing.

Concept 1 Techniques of spot and stain removal
Objectives 1 Comprehends techniques of spot and stain removal.
Acquaints self with techniques of spot and stain removal.
Recalls steps in the techniques of spot and stain removal.

Performance Objectives
The student will
1. define the importance of immediate removal of spots and stains.
2. give examples of ways in which common spots and stains can be removed.

Generalization: The immediate removal of spots and stains has an effect on the ease of removal and the amount of damage done to the fabric.

Content	Learning Experiences	Evaluative Experiences
Stain removal is done before a garment is laundered or dry cleaned.	Read reference on the importance of immediate removal of spots and stains. (Bibliography)	Discuss the importance of immediate removal of spots and stains.
There are several types of stain removers that can be used.	View the types of stain removers that can be used.	Identify the types of stain removers that can be used.
There are many guides for removing spots and stains.	Demonstrate the removal of common spots and stains, i.e., blood, gum, fats or oils, fruit, grass, chocolate, and ballpoint ink.	Take oral quiz to determine understanding of the techniques of spot and stain removal.

Concept 2 Techniques of ironing and pressing
Objectives 2 Applies steps in the techniques of ironing and pressing.
Acquaints self with techniques of ironing and pressing.

Performance Objectives
The student will
1. identify equipment used for ironing and pressing.
2. explain the techniques of ironing and pressing a basic garment.
3. use techniques of ironing and pressing on own garments.

Generalization: The correct use of ironing equipment has an effect on the appearance of a garment.

Content	Learning Experiences	Evaluative Experiences
The iron and ironing board are essential parts of clothing care equipment.	View demonstration of the correct way to set up an ironing board at various levels for ironing while sitting or standing.	
	Listen to explanation of the use, care, and safety in the handling of an iron.	Discuss the factors involved in the safe use of ironing equipment to reinforce understanding.
		Design a poster or slogan to be used as a reminder in the safe use of an iron.
Ironing is the process of removing wrinkles from damp, washable clothing with a gliding motion.	Demonstrate the technique of dampening clothes before ironing.	Discuss reasons for dampening clothes and various methods that could be used.

Content	Learning Experiences	Evaluative Experiences
Pressing is a process for removing wrinkles from clothing using steam and a lifting motion.	View demonstration of the lifting motion of pressing to distinguish it from ironing.	Discuss differences between the two processes and where each might be used.
The appearance of a garment depends upon using techniques of ironing and pressing.	Complete home experience to become acquainted with the techniques of ironing and pressing.	Summarize rating sheet completed by parent. (Appendix) Take test to determine understanding of the techniques of clothing care. (Appendix

Concept 3 Techniques of clothing repair

Objectives 3 Applies techniques in clothing repair.
Imitates techniques in clothing repair.

Performance Objectives
The student will
1. identify types of fasteners and hemming stitches.
2. summarize the steps in sewing the fasteners and hems.
3. use correct procedures in sewing the fasteners and hems.

Generalization: The techniques used in clothing repair can affect the appearance of a garment.

Content	Learning Experiences	Evaluative Experiences
Fasteners, such as buttons, snaps, and hooks and eyes are usually attached after a garment is completed.	View display of three types of fasteners: buttons, snaps, and hooks and eyes.	Identify the three types of fasteners.

Content	Learning Experiences	Evaluative Experiences
Fasteners are used as closures, for decoration, and for reinforcement.	Observe the steps in sewing a two or four hole button.	Practice sewing a two or four hole button as demonstrated.
	Observe the steps in sewing a snap.	Practice sewing a snap as demonstrated.
	Observe the steps in sewing a hook and both round and straight eyes.	Practice sewing a hook and eye as demonstrated.
There are a variety of stitches to be used in the repair of hems.	View demonstration of several hemming stitches, i.e., catch, blind, slip.	Use stitch of own choice on hem or sample.
The techniques used in clothing repair affect the appearance of the garment.	Use techniques learned on own garment.	Rate quality of results of techniques used in sewing fasteners and hems. (Appendix)

Major Concept II Role of consumer education
Major Objective II Applies knowledge in the role of consumer education.

Concept A Selection of pattern
Objective A Applies knowledge in the selection of pattern.

Concept 1 Selection of figure type and size
Objectives 1 Applies knowledge in the selection of figure type and size.
Assumes responsibility in selection of figure type and size.

Performance Objectives
The student will
1. identify the parts of a ruler.
2. explain correct procedure in taking body measurements.
3. select correct pattern figure type and size.

Generalization: Accurate body measurements will result in better pattern fit.

Content	Learning Experiences	Evaluative Experiences
Pattern sizes are determined by exact body measurements with an allowance for ease and comfort.	Review the parts of an inch and meter so accurate measurements may be taken.	Take oral quiz to determine knowledge of parts of an inch and meter.
	Listen to explanation of where and how body measurements are taken.	Take body measurements and record on measurement chart for use in buying patterns and alterations. (Appendix)
Differences in height and body shape are the reasons for having different figure types.	Study a chart and descriptions of body shapes to become aware of the differences in figure types.	Determine personal figure type based on chart information.
The figure type and size depends upon body measurements and height.	Discuss how to find correct sizes according to body measurements.	Select correct figure type and size for purchase of pattern.

Concept 2 Importance of pattern envelope
Objectives 2 Demonstrates importance of pattern envelope.
Acquaints self with the importance of the pattern envelope.

Performance Objectives
The student will
1. list useful information found on the front of the pattern envelope.
2. summarize the information on the back of the pattern envelope.
3. select pattern for construction project.

Generalization: The pattern envelope contains information that will help in the selection of fabric and notions.

Content	Learning Experiences	Evaluative Experiences
The pattern envelope contains helpful information.	Examine the front of a sample envelope for helpful information in the purchasing of a pattern.	List helpful information found on the front of the pattern envelope.
	Examine the back of a sample envelope for information needed to select fabric and notions.	Recite the information found on the back of the envelope to insure awareness of this information.
	Listen to explanation of the use of the yardage chart in purchasing fabric.	Practice using the yardage chart on the sample envelopes to find amount of fabric needed.
Notions are all the things needed to complete a garment besides the pattern and fabric.	View display of notions (thread, zippers, tape, fasteners, trim) that may be used in the construction of a garment.	Discuss types of notions that could be used in the construction of garments.
Simple patterns provide basic sewing experience.	Discuss types of patterns that would be suitable for a beginner: 1. simple, easy to sew 2. would enjoy wearing 3. suitable for easy-to-handle fabrics (jumpers, smocks, skirts, sleeveless dresses, pantskirts, vest, apron, beachrobe.)	Select pattern for construction project from available pattern books with approval of instructor.

Concept B — Selection of fabric

Objectives B — Applies knowledge in selection of fabric.
Assumes responsibility in selection of fabric.

Performance Objectives

The student will

1. list factors to consider when buying fabric.
2. give examples of information found on labels of fabric bolts.
3. use knowledge of fabric types in selecting fabric for clothing construction project.

Generalization: The characteristics of a fabric have an effect on the ease or difficulty in sewing.

Content	Learning Experiences	Evaluative Experiences
Certain types of fabrics are good choices for beginners because they are easy to work with.	Read reference on types of fabrics suitable for beginners. (Bibliography)	List factors to consider when buying fabric.
	Listen to explanation of characteristics of fabrics that would be good choices for beginners: 1. cotton or cotton blends 2. plain colors, all over prints, vertical stripes 3. napped fabrics 4. stabilized knits 5. firmly woven 6. easy care fabric	Discuss characteristics of fabrics that would be good choices for beginners.
The label on the end of the bolt has useful information about the fabric.	View transparency of a sample label to study types of information that are usually given here.	Compile a checklist of information that should be given on a bolt end label.
Ease and difficulty in sewing are affected by the characteristics of the fabric.	Examine samples of fabrics suitable for beginning projects.	Select fabric for the pattern chosen for clothing project. Check with teacher for suitability.

Concept C Types of home and school sewing equipment
Objective C Comprehends types of home and school sewing equipment.

Concept 1 Types of sewing equipment
Objective 1 Comprehends types of sewing equipment.

Performance Objectives
The student will
1. identify sewing equipment.
2. explain the use of sewing equipment to be used for project.

Generalization: Wise selection of sewing equipment will require understanding of types, characteristics, and uses.

Content	Learning Experiences	Evaluative Experiences
The items used in sewing, such as shears, tape measures, pins, and needles, are called sewing equipment or sewing tools.	View presentation of the various types of sewing tools to gain insight into the types available for school use, i.e., cutting and ripping, measuring, marking, pressing, and hand tools.	Identify each piece of equipment.
Sewing is easier when the correct equipment is used.	Discuss the characteristics of the various tools.	Complete crossword puzzle or word scramble to reinforce understanding of sewing equipment. (Appendix)
	Review list of sewing tools needed for class use.	Check at home for equipment that could be used for school and purchase the rest. Label each piece of equipment with own name.

Concept 2 Types of sewing machines
Objective 2 Comprehends types of sewing machines.

Performance Objectives
The student will
1. identify the role of the sewing machine.
2. identify the principal parts and functions of the sewing machine.

Generalization: The principal sewing machine parts have specific functions in the operation of the sewing machine.

Content	Learning Experiences	Evaluative Experiences
The sewing machine is a major piece of equipment used in the construction of a garment.	Read reference on the sewing machine to gain information on the history of the machine and changes that have taken place. (Bibliography)	Recitation on the background of the sewing machine to assure understanding of the role it plays in clothing construction.
The many brands and models of sewing machines have the same principal parts which are involved in the operation of the machine.	View presentation of the principal parts of the sewing machine involved in its operation.	Study machines at home or in stores to become aware of similarities and differences in the principal parts.
	Examine assigned machines for identification of the principal parts and their functions.	Take identification test to determine understanding of functions of the principal parts of the sewing machine (Singer, Elna, etc.).

Major Concept III   Techniques of clothing construction
Major Objective III   Applies techniques of clothing construction.

Concept A   Development of basic sewing know-how
Objective A   Applies knowledge in development of basic sewing know-how.

Concept 1   Importance of working safely with others
Objectives 1   Comprehends importance of working safely with others.
Accepts responsibility in working safely with others.

Performance Objectives
The student will
1. list reasons for working together responsibly.
2. give examples of good work habits.

Generalization: Safe and responsible work habits can result in the protection of self and equipment.

Content	Learning Experiences	Evaluative Experiences
Individual and group responsibilities are important when sewing at school.	Explain reasons for working together responsibly.	Discuss reasons for working together responsibly.
Safe work habits are essential for protection of self and equipment.	Brainstorm common and important safety rules to follow in the classroom, i.e., handling of cutting tools, keeping pins out of mouth, handling of iron, no running - keeping feet out of aisle, and concentration on work. especially at machine.	List good work habits that will help to do a better job. Use as a safety check sheet.

Concept 2 Use of a sewing machine
Objectives 2 Applies techniques in the use of a sewing machine.
Believes in importance of the use of a sewing machine.
Uses sewing machine as demonstrated.

Performance Objectives
The student will
1. identify the steps in threading a sewing machine.
2. explain the basic steps to follow in the use of the sewing machine.
3. demonstrate the ability to thread and operate the sewing machine.

Generalization: The speed and accuracy in sewing are likely to increase with experience in the use of the sewing machine.

Content	Learning Experiences	Evaluative Experiences
The general procedure for threading all sewing machines is the same, although one brand may seem slightly different from another.	Explain the basic steps in threading a machine, i.e., spool pin, tension, take-up lever, needle.	Practice threading assigned machine for accuracy and quickness.
The bobbin, which fits into the lower part of the machine, holds a second set of threads that interlock with the threads from the spool to form a stitch.	View demonstration of winding a bobbin and placing it into the bobbin case.	Wind bobbins with thread for project. Practice placing into bobbin case.
Accurate stitching depends on the control of the machine.	View demonstration of the basic steps in the use of the sewing machine: 1. posture and correct lighting 2. adjusting the length of the stitch 3. control of speed 4. sewing straight and curved lines, and corners	Practice the procedures in stitching on paper for accuracy and control of the machine.

Content	Learning Experiences	Evaluative Experiences
	View demonstration of the use of various types of seam guides, using paper and thread. Stress common markings, such as 1/16", 1/4", 1/2", 5/8".	Practice using seam guides on paper to gain experience in the control of the machine. Take test using stitching charts to determine ability in the use and control of the sewing machine. (Bibliography)

Concept 3 Importance of reading and altering a pattern
Objectives 3 Applies knowledge in the importance of reading and altering a pattern.
Believes in the importance of reading and altering a pattern.

Performance Objectives
The student will
1. identify pattern pieces to be used for selected clothing project.
2. explain meanings of pattern markings or symbols.
3. do simple pattern alterations on own patterns.

Generalization: Pattern markings or symbols may be utilized in the altering, layout, cutting and construction of a garment.

Content	Learning Experiences	Evaluative Experiences
Pattern pieces are identified by style number, name, and letter.	View bulletin board of identification markings on pattern pieces.	Select pattern pieces to be used. Write name and class period on each piece.

Content	Learning Experiences	Evaluative Experiences
Patterns have a special language of their own for their markings to help in altering, layout, cutting, and construction of a garment.	View bulletin board of markings found on pattern pieces that aid in the use of a pattern.	Take test to determine knowledge of pattern markings. (Bibliography)
The fit of a garment depends upon the alteration of pattern pieces.	View demonstration of the procedures used in simple pattern alterations, i.e., lengthening and shortening, adjusting width.	Alter own patterns using procedures shown to obtain a good fit.

Concept 4 Preparation of fabric
Objectives 4 Applies techniques in the preparation of fabric.
Assumes responsibility in the preparation of fabric.
Prepares fabric as demonstrated.

Performance Objectives
The student will
1. identify terms which have special meaning when applied to fabric.
2. explain the steps involved in the preparation of fabric.
3. prepare fabric for pattern layout.

Generalization: If the fit, hang, and appearance of a finished garment are to give a feeling of pride and satisfaction, it will largely be the result of preparation of the fabric.

Content	Learning Experiences	Evaluative Experiences
There are a number of terms which have special meaning when applied to the fabric.	Listen to explanation on the importance of and method of preshrinking fabric for construction project.	Pre-shrink fabric selected for construction project.

Content	Learning Experiences	Evaluative Experiences
Pre-shrinking is an important factor in the preparation of fabric.	View presentation of the following areas of a fabric: 1. lengthwise grain 2. crosswise grain 3. bias 4. selvage 5. raw edge 6. fold 7. right and wrong sides of fabric	Locate areas on fabric purchased for class project.
Straightening the fabric is an important factor in the preparation of fabric.	Read programmed lesson to gain information on the preparation of fabric. (Appendix)	Take self-checks included in the programmed lesson to determine understanding of the information.
	View demonstration of methods of straightening the fabric.	Recite methods of straightening fabric to determine understanding.
The way a fabric has been processed affects the method and amount of preparation of the fabric.	Determine the method needed to make purchased fabric straight.	Straighten purchased fabric to prepare it for cutting.

Concept 5 Techniques used in pattern layout
Objectives 5 Applies techniques used in pattern layout.
Desires to develop the techniques used in pattern layout.
Imitates techniques used in pattern layout.

Performance Objectives
The student will
1. select cutting layout.
2. summarize procedures of laying out a pattern.
3. cut out garments when layout has been checked.

Generalization: The care taken in the layout and cutting of a pattern has an effect on the fit of a garment.

Content	Learning Experiences	Evaluative Experiences
The style and size of the pattern and the width of the fabric determine the cutting layout to follow on the guide sheet.	Listen to explanation on how to find the correct cutting layout to follow on the guide sheet.	Select cutting layout and circle for identification.
Pattern pieces are pressed for ease in handling.	Listen to explanation of the technique of pressing pattern pieces for ease in handling.	Press pattern pieces for ease in handling.
The method used to fold the fabric is pictured in the cutting layout guide.	View demonstration on the use of the layout guide in folding the fabric.	Examine own guide for suggested method of folding fabric.
	View demonstration of the use of the cutting layout and pattern symbols in placing the pattern on the fabric.	Layout and pin pattern pieces on fabric according to the cutting layout. Check with instructor for accuracy before cutting.
The care taken in the layout and cutting of a garment affects the fit of a garment.	View demonstration on the techniques to use in accurately cutting out a garment: 1. how to hold shears 2. follow cutting line 3. be aware of directional arrows 4. keep fabric on table 5. cut with long strokes	Cut out garment using the demonstrated techniques.

Concept 6 Techniques in the transfer of pattern markings
Objectives 6 Applies techniques in the transfer of pattern markings.
Desires to develop the techniques in the transfer of pattern markings.
Transfers pattern markings as demonstrated.

Performance Objectives
The student will
1. identify markings to be transferred on own pattern.
2. explain method of transfer of markings on own fabric.
3. transfer construction markings to own fabric.

Generalization: The correct use of marking equipment will have an effect on the total construction of a garment.

Content	Learning Experiences	Evaluative Experiences
Marking is the transferring of the pattern markings or symbols to the fabric sections.	Discuss markings to be transferred to the fabric.	Identify markings on own pattern to be transferred.
There are several methods used to transfer pattern markings.	View demonstration of methods of transferring pattern markings to the fabric, i.e., tracing wheel/paper, tailor's tacks.	Select the method of marking that is best suited to fabric purchased for class project.
Transferring pattern markings completely to the fabric affects the accuracy of construction.	Transfer all construction markings on own pattern to fabric, using method best suited to fabric.	Check transfer of markings for completeness and accuracy with instructor.

Concept B Techniques used in the construction of a sleeveless, collarless garment
Objective B Applies techniques in the construction of a sleeveless, collarless garment.

Concept 1 Importance of unit construction
Objective 1 Comprehends importance of unit construction.

Performance Objectives
The student will
1. identify units on own guide sheet.
2. summarize advantages of the unit method of construction.

Generalization: The unit method of construction speeds up work and results in a better-looking garment.

Content	Learning Experiences	Evaluative Experiences
The unit method of construction is an organized way of sewing a garment.	Listen to explanation of the basic procedures of unit construction.	Study own guide sheets for procedures to follow in unit construction.
The unit method of construction has some advantages over other methods of sewing.	Listen to explanation of the unit method of construction.	Summarize advantages of the unit method of construction.

Concept 2 Use of staystitching
Objectives 2 Applies techniques in the use of staystitching.
Believes in the importance of staystitching.
Imitates techniques in the use of staystitching.

Performance Objectives
The student will
1. define the purpose of staystitching.
2. explain the technique of staystitching.
3. use correct procedure in staystitching garment pieces of own clothing project.

Generalization: Staystitching certain areas of a garment will result in the preservation of the shape of those areas.

Content	Learning Experiences	Evaluative Experiences
Staystitching is a line of machine stitching done to prevent certain areas of a garment from stretching while it is being constructed.	Read programmed lesson on the technique of staystitching. (Appendix)	Take self-reviews included in programmed lesson.
The direction in which staystitching is done is important in preserving the shape of the garment.	View transparency of placement of and direction to staystitch.	Locate areas on own pattern that are to be staystitched.
Staystitching affects the preservation of the shape of the garment.	View demonstration of the technique of staystitching.	Staystitch own garment according to pattern instructions to preserve shape of garment.

Concept 3 Types of seam finishes used on plain seam
Objectives 3 Applies knowledge of types of seam finishes used on plain seams.
Constructs seam finishes on plain seam as demonstrated.

Performance Objectives
The student will
1. identify the steps in the construction of a plain seam.
2. explain the choice of seam finish on a fabric.
3. construct seams with appropriate seam finish.

Generalization: The type of seam finish used has an effect on the appearance and durability of a seam.

Content	Learning Experiences	Evaluative Experiences
A plain seam is generally used to hold a garment together.	View demonstration of the technique of pinning, sewing, and pressing a plain seam.	Construct a practice seam to become acquainted with the procedures involved.

Content	Learning Experiences	Evaluative Experiences
There are several ways to finish a plain seam.	View demonstration of the stitch and pink and zig zag seam finishes to be used on a plain seam.	Sew each side of the practice seam with a different seam finish to become acquainted with the technique and the tools used.
The type of seam finish used depends upon the characteristics of the fabric.	Apply seam finish that is best suited to own fabric.	Use rating scale to determine quality of own seams and seam finishes. (Appendix)

Concept 4 Types of darts
Objectives 4 Applies techniques in sewing different types of darts.
Imitates techniques in sewing different types of darts.

Performance Objectives
The student will
1. identify types of darts.
2. give examples of methods of pinning darts.
3. use correct procedures in sewing and pressing a dart.

Generalization: Accurately constructed darts will help shape a garment to the figure.

Content	Learning Experiences	Evaluative Experiences
Darts are basic construction details planned to shape flat pieces of fabric to the human figure.	Read and study chart on types of darts, where used, and method of construction. (Bibliography)	Discuss information included on the chart.

Content	Learning Experiences	Evaluative Experiences
Careful pinning makes stitching of dart easy and accurate.	View demonstration of methods of pinning a dart: 1. pins parallel on stitching line 2. pins perpendicular to stitching line	Pin a practice dart using one or both of the methods shown to determine own preference.
A dart is stitched from the wide end to the point.	View demonstration of the construction of a plain dart. Explain how the same basic procedure is followed for other types of darts.	Sew a practice dart to become acquainted with the technique involved.
A dart is pressed or shaped over a tailor's ham.	View demonstration of the technique of using a tailor's ham to press a dart.	Press practice dart using a tailor's ham.
The technique to follow in sewing a dart depends upon the design of the garment.	Sew darts in garment according to pattern instructions. Press in correct direction.	Compare construction of dart with a rating scale. (Appendix)

Concept 5 Technique of gathering
Objective 5 Applies techniques of gathering.

Performance Objectives
The student will
1. identify garment with gathers.
2. explain the procedure used in gathering.
3. use correct procedure in the construction of gathers.

Generalization: Following the steps in the construction of gathers will result in more evenly controlled fullness in a garment.

Content	Learning Experiences	Evaluative Experiences
Machine gathering is used where controlled fullness is needed, such as at the bodice, skirt, waistline, and sleeves.	View pictures of garments where gathers are used.	Identify parts of garments that require gathers.
Gathers are formed by drawing up fabric on a line of stitching.	View demonstration of the procedures used in gathering.	Discuss the procedures to follow in gathering. Practice the technique of gathering as demonstrated.
Correctly drawn gathers provide evenly controlled fullness in a garment.	Apply techniques of gathering to own garment if it is included in the design.	Use rating scale to determine quality of gathers. (Appendix)

Concept 6 Techniques of facings
Objectives 6 Applies techniques of facings.
Constructs a facing as demonstrated.

Performance Objectives
The student will
1. identify types of facing to be applied to own garment.
2. explain the steps in applying a facing.
3. construct a facing.

Generalization: If the basic steps in the application of a facing are followed, sharp, clean edges and smooth, flat surfaces will likely result.

Content	Learning Experiences	Evaluative Experiences
A facing is piece of fabric sewn to an edge of a garment to hide raw edges.	View examples of three types of facings, i.e., fitted, extended, and bias.	Identify type of facing used on garment for project.

Content	Learning Experiences	Evaluative Experiences
There are basic steps to follow in the application of a facing.	View visual to become acquainted with the steps involved in constructing a fitted facing. (Bibliography)	Discuss visual to determine understanding of steps involved in the construction of a fitted facing.
Accuracy in the construction of a facing affects the appearance of a garment.	Observe the steps in the application of a fitted facing as demonstrated.	Construct a practice facing to become acquainted with the steps involved. Apply facing to own garment following the procedures demonstrated.

Concept 7 Techniques of patch pockets

Objectives 7 Applies techniques of patch pockets.
Constructs patch pockets as demonstrated.

Performance Objectives
The student will
1. identify types of patch pockets.
2. explain the steps in shaping a pocket.
3. construct a patch pocket according to directions.

Generalization: A well-made pocket will enhance the appearance of a garment.

Content	Learning Experiences	Evaluative Experiences
A patch pocket is applied to the right side of a garment.	View a variety of patch pockets to become acquainted with the different kinds.	Identify types of patch pockets.

Content	Learning Experiences	Evaluative Experiences
Shape is the determining factor in constructing pockets.	View demonstration of the technique of shaping patch pockets: 1. curves 2. mitering corners	Explain the steps used in creating curves and mitered corners to determine comprehension of techniques.
The appearance of pockets depends upon the accuracy of construction and application.	Construct a patch pocket as an example or for own garment following the steps shown.	Rate pocket according to a rating scale. (Appendix)

Concept 8 Technique of lapped zipper application
Objective 8 Applies techniques of lapped zipper application.

Performance Objectives
The student will
1. identify parts of a zipper.
2. explain use of zipper foot.
3. use correct procedure in the application of a lapped zipper.

Generalization: Careful preparation will result in the successful application of a lapped zipper.

Content	Learning Experiences	Evaluative Experiences
Basic knowledge of zippers is helpful in following the directions for application.	Take SDLP pre-test to determine extent of present basic knowledge of zippers and zipper application. (Appendix)	Discuss results of pre-test.
	Complete lesson I of SDLP on sewing terms, parts of a zipper, and use of a zipper foot. (Appendix)	(Experiences are provided in SDLP.)

Content	Learning Experiences	Evaluative Experiences
Preparation of the fabric is half the job in zipper application.	Observe the process of preparing the fabric for zipper application.	Summarize the rules to follow before beginning the application of a lapped zipper.
The success of a lapped zipper depends on the extent of basic knowledge of a zipper and the accuracy of preparation.	Complete lesson II of SDLP - the actual application of a lapped zipper.	Use the evaluation rating scale included in SDLP to score own zipper application. Take post-test to determine knowledge of lapped zipper application.

Concept 9 Techniques of hemming

Objectives 9 Applies techniques of hemming.
Imitates techniques of hemming.

Performance Objectives
The student will
1. outline the basic steps in the preparation of a hem.
2. explain techniques involved in finishing a hem.
3. construct a hem.

Generalization: A well constructed hem appears smooth and even, with no visible stitches.

Content	Learning Experiences	Evaluative Experiences
There are basic steps to follow in the construction of a hem.	View visual on the steps in the construction of a hem. (Bibliography)	Review basic steps in the preparation of a hem.

Content	Learning Experiences	Evaluative Experiences
A finished hem lies flat, with stitches that are practically invisible.	View demonstration of the techniques involved in finishing a hem: 1. control of fullness 2. clean finish or seamtape 3. stitching (see clothing repair)	Construct a practice hem to become acquainted with the techniques.
The construction of the hem affects the total appearance of a garment.	Construct hem in garment following the procedures that best suit the fabric and style of garment.	Rate hem according to a rating scale. (Appendix)

Concept C Effect of techniques on completed garment
Objective C Comprehends the effect of techniques on completed garment.

Performance Objectives
The student will
1. identify qualities of a well-fitting garment.
2. summarize quality of own garment using a rating scale.

Generalization: Basic sewing principles can be learned while sewing on simple projects made of easily handled fabrics.

Content	Learning Experiences	Evaluative Experiences
A well-fitted garment possesses certain qualities.	Compile a list of qualities of a well-fitted garment.	Model garments to view the quality of fit.

Content	Learning Experiences	Evaluative Experiences
A finished garment shows the quality of its construction.	Check quality of own garment with a rating scale. (Appendix) Play "Sewing Bingo" to review basic sewing knowledge. (Appendix)	Examine garment to determine quality of application of sewing techniques. Take test to determine basic sewing knowledge. (Appendix)

Major Concept IV Introduction to careers in clothing and housing
Major Objectives IV Comprehends introduction to careers in clothing and housing.
Acquaints self with careers in clothing and housing.

Performance Objectives
The student will
1. list jobs of a homemaker.
2. summarize careers as they are posted on the bulletin board.

Generalization: The knowledge and skills attained in class may be utilized in homemaking and/or in a professional career.

Content	Learning Experiences	Evaluative Experiences
Homemaking is a career for both sexes on a full or part-time basis.	Discuss how the information and abilities learned in this class can be applied to homemaking.	List the many jobs of a homemaker to establish the importance of the background learned in class.
There are many possibilities for careers in the fields of clothing and housing.	View career examples as they are posted on the bulletin board.	Discuss the various careers as they are posted on the bulletin board.

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

605 - 37a

I. Importance of personal appearance and clothing care
    A. Influence of health habits on personal appearance
        2. Importance of posture

POSTURE SELF-APPRAISAL

Directions for scoring: Answer YES or NO to the following questions pertaining to your posture. Give yourself a pat on the back for all those answered in your favor! Start working on the negative responses!

_____ 1. Do you stand and walk with your toes pointing straight ahead or slightly out?

_____ 2. Do you stand and walk with your weight directly over the center of the anklebones?

_____ 3. Do you stand and walk with slightly flexed knees?

_____ 4. Do you cross your upper legs instead of your knees when sitting?

_____ 5. Do you keep your abdomen pulled in at all times?

_____ 6. Do you keep your chest up without pushing it forward?

_____ 7. Do you hold yourself as tall as you can at all times?

_____ 8. Do you carry your shoulders in a normal, yet graceful position?

_____ 9. Do you carry your head erect?

_____ 10. Do you carry your chin parallel to the floor and in line with your body?

_____ 11. Do you match your stride to your height?

_____ 12. Do you sit and rise without bracing your hands against chair arms?

_____ 13. Do you keep your feet and legs in graceful positions when sitting?

_____ 14. Do you keep your hands from nervous mannerisms?

_____ 15. Do you always keep your body erect when sitting?

_____ 16. When you put your elbows on the table or desk, do you keep them close together near the edge, with your hands in a graceful position?

_____ 17. Do you bend and rise slowly and in perfect balance when stooping?

_____ 18. Do you keep your body erect when climbing and descending stairs?

_____ 19. Do you move smoothly and gracefully?

_____ 20. Do you get in and out of a car gracefully - sideways or head last?

605 - 38a

I. Importance of personal appearance and clothing care
  A. Influence of health habits on personal appearance
    3. Importance of body and skin care

FRAGRANCE TEST

Check the questions below which you can answer "yes" to. Then read the paragraph that follows to see which types of perfume to try. Do you or would you ....

1. Like your jeans freshly laundered?
2. Wear his ring on a chain around your neck?
3. Feel bad about putting footprints into fresh fallen snow?
4. Like charm bracelets?
5. Hope to own heirloom silver?
6. Find that bugs keep you from enjoying picnics?
7. Like to read in front of a fire on a rainy day?
8. Cry at sad endings?
9. Like collecting things for your future home or apartment?
10. Keep a locked diary?
11. Wear several rings at a time?
12. Have the ability of tying and/or wearing a scarf six different ways?
13. Like or love poetry?
14. Play the recorder?
15. Like eating Indian curry?
16. Prefer going to parties to giving them?
17. Want marriage and a career?
18. Have a handwriting everyone admires but no one can read?
19. Prefer to see the Pyramids rather than the Eiffel Tower?
20. Have a secret yen to be a lady spy?
21. Love to ski (down hill, cross country, water)?
22. Have a gift for remembering trivia?
23. Play the guitar?
24. Believe you could joke about not having a date for a month?
25. Prefer "Peanuts" to "Blondie and Dagwood?"
26. Own three or more turtleneck sweaters?
27. Wish you could go hosteling through Europe?
28. Enjoy wind in your hair?
29. Think it would be fun to visit the zoo with a date?
30. Keep your bedroom window open at night in most kinds of weather?

If most of your checks are in numbers 1-10, you are the girl the romantic floral bouquets and sparkling modern blends were made for. Your perfume will be nostalgic, elusive, charming.

If you have most checks in numbers 11-20, yours are the rich, fruity scents, the sultry single florals like gardenia or jasmine, the dramatic orientals. These are the sophisticated fragrances that will reflect your special flair.

If you have most checks in numbers 21-30, yours are the lively citrus scents, the spicy perfumes and those with woodsy-mossy or carnation top notes. The fresh and tangy are what express you.

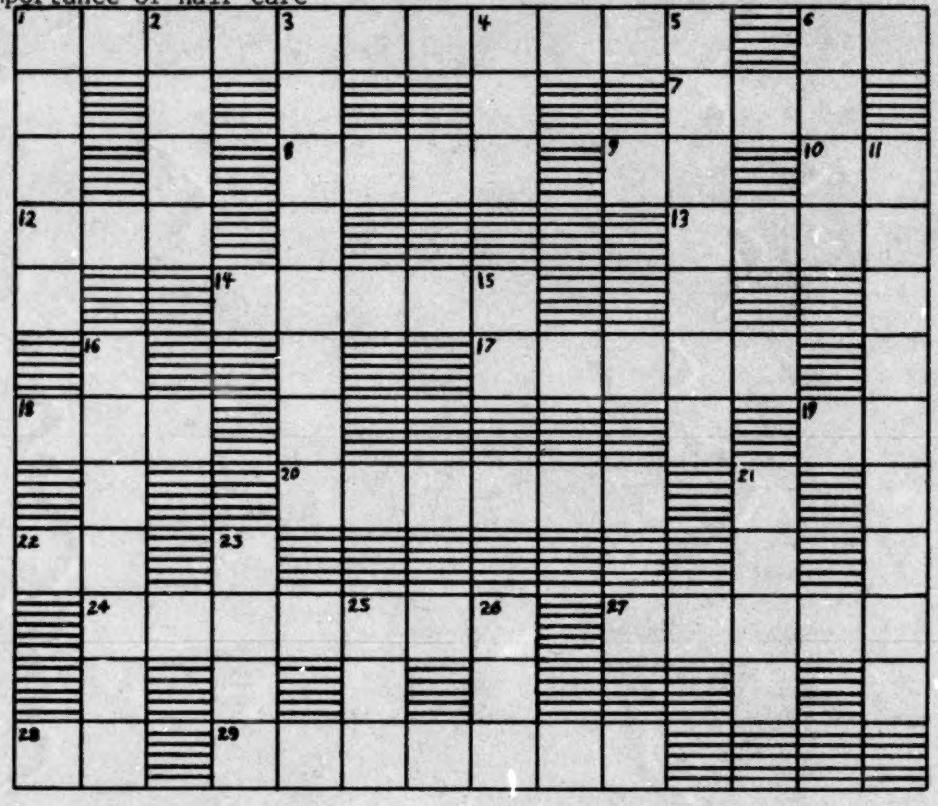
605 - 39a

* Adapted from SEVENTEEN'S Book on Beauty.

I. Importance of personal appearance and clothing care

A. Influence of health habits on personal appearance

6. Importance of hair care



HAIR: YOUR CROWNING GLORY

605 - 40a

ACROSS

* 1. Distributes nutrients to hair
6. Article used before words beginning with a vowel sound
7. Necessary for breathing
8. A necessity
9. Form of "we"
10. Form of "be"
12. Speak
* 13. Tends to dull hair
* 14. A type of hair rinse
17. A platform for performers
* 18. Hair type that lacks luster, breaks easily, and is hard to manage
19. There
* 20. Dry hair sometimes is like this
22. A personal pronoun
* 24. Reason why hair can curl
* 27. Type of weather that causes hair problems
28. Located within or inside
* 29. Used to wash hair

DOWN

* 1. Used to distribute oils, remove dirt, stimulate circulation
* 2. Hair type caused by excess oil
* 3. Flakes of outer cells of the scalp
* 4. Hair color with the least number of hairs on head
* 5. Gently rub scalp with fingertips
6. Vocal solo
* 11. A condition caused by the lengthwise division of hair strands
15. Women's lib. term for female
* 16. Nutrient hair needs for growth and health
* 21. A toothed instrument for smoothing hair
23. Scottish word for female
25. Beverage served in mid-afternoon in England
26. Covering for the head

* Relatedto hair and hair care

HAIR: YOUR CROWNING GLORY CROSSWORD PUZZLE, continued

Words to be used in crossword puzzle:

- Air
- An
- Aria
- At
- Bloodstream
- Brush
- Cap
- Comb
- Cream
- Dandruff
- Dry
- Elastic
- Frizzy
- Humid
- In
- Is
- It
- Lass
- Massage
- Ms
- Need
- Oily
- Protein
- Red
- Say
- Shampoo
- Soap
- Split ends
- Stage
- Tea
- Us

I. Importance of personal appearance and clothing care
    A. Influence of health habits on personal appearance
        6. Importance of hair care

Title: "GROOMING BINGO" ACADEMIC GAME

Performance Level: Beginning

Purpose: To reinforce learning in the area of grooming.

Producer:	Mrs. Linda Wirtz James Madison Junior High Appleton, Wisconsin 54911	Instructor:	Fern M. Horn, Professor Home Economics Education University of Wisconsin Stevens Point, Wisconsin

Date Produced and Field Tested: March, 1972

TO THE TEACHER

Unifying Area: HUMAN GROWTH AND DEVELOPMENT (Wisconsin Home Economics Conceptual Structure and Planning Guide)

Major Concept: Influence of health habits on personal appearance

Major Objective: Appraisal of the influence of health habits upon personal appearance.

Generalization: The health habits one practices will have an effect on the personal appearance of each individual.

605 - 42a

Supporting Objectives:
1. The student will be able to define terms which are related to good health habits.
2. The student will be able to state the use of various grooming products.
3. The student will become acquainted with various grooming procedures that could be applied to his/her personal appearance.

Supporting Generalizations:
1. Practicing good health habits has an effect on personal appearance.
2. Grooming products can be used to enhance personal appearance.
3. An attractive personal appearance can be developed and maintained.

TEACHER MANUAL

Teacher's Role:
1. Explains directions of game.

2. CALLER: does not play, but draws an answer card from the pile of cards in front of her and reads the statements (S) for each play of the game. She also checks the answers (A) on the playing card of the person declaring, "CLEAN!".

Procedural Outline:

Preparation of game materials:
1. Playing cards: 30 cards, approximately 5" x 8" (see sample page 45a).

2. Statement and Answer cards: 50 cards (10 for each column), approximately 2½" x 3" (see sample).

3. Cover tabs: ½" squares of colored paper or cardboard.

Basic Rules:
1. The game parts consist of 30 playing cards, 50 statement and answer cards, and cover tabs.

2. The players are to place their card face up in front of them and place a cover tab on the FREE space in the center of the card.

3. The Caller draws a statement card and reads the column letter on the card (C, L, E, A, N) and the statement (S), and places it face up in front of her. A separate row is made for each letter column. She DOES NOT read the answer (A).

4. The player(s) having a card with the answer to the statement under that particular letter, places one of the cover tabs over the answer. If no player has a card with the answer to the statement read, the game just continues on to the next statement.

Scoring:
1. The game ends when a player has covered five answers in a row horizontally, vertically, or diagonally, and declares "CLEAN!". The game is halted until the answers are checked by the Caller. The Caller will ask the player to read off the answers she has covered and will check them against the cards that she has placed in front of her. If an error is found, the game continues until another player declares, "CLEAN!". If no error is found, the game is ended. The winner may take over the role of Caller if she likes.

Preparation of Class for Playing of Game:

The class is instructed to review class notes before class time.

Casting of Roles: None

Class Briefing:

1. Purpose of game: The purpose of this game is to reinforce learning previously covered in class. It could be used as an introduction, a pre-test, or a review for a unit study of Grooming.
2. Explain the directions as given previously.
3. Demonstrate the first step by reading the statement on the card and giving the correct answer that should be covered.

STUDENT SECTION

STEPS IN GAME DESIGN

Objectives: This game is being used as a teaching tool to reinforce learning in the area of Personal Appearance. The object of the game is to correctly answer the statements that are read.

Scope: Each game takes approximately 10-15 minutes to play.

Key Actors: The game players consist of a Caller and up to 30 players.

Actor's Objectives: Each individual will be working toward the goal of correctly answering the statements as described in the game rules in order to complete the game and declare "CLEAN!".

Actor's Resources: The players will rely on facts or knowledge related to the class study on Grooming.

6C5 - 44a

Interaction Sequence Among Actors: None

Rules or Criteria: The player who has covered five answers in a row horizontally, vertically, or diagonally, declares "CLEAN!". These answers are checked for accuracy by the Caller. If no error is found, that player becomes the winner of the game and may become the Caller. If an error is found, the game continues.

External Constraints: There is to be no correspondence among players. Each player is responsible for her own card and her own answers.

Form of Presentation: This is a type of board game which consists of 30 playing cards, 50 statement and answer cards, and cover tabs.

*Grooming *BINGO

C	L	E	A	N
		FREE		

605 - 45a

MASTER SHEET FOR GROOMING BINGO ANSWER CARDS

"C" COLUMN

S. Most important ingredients for a clear skin
A. Soap and Water

S. Helps prevent perspiration and odor from being trapped in the underarm
A. Shaving

S. Used on underarms to stop perspiration
A. Anti-perspirant

S. That part of a girl's natural beauty which should be smooth and clear
A. Complexion

S. Used on underarms to neutralize odor
A. Deodorant

S. Peps up circulation of skin and closes pores
A. Astringent

S. Openings in your skin
A. Pores

S. A severe skin problem
A. Acne

S. "Pencil-like" marks that spoil the appearance of your face
A. Blackheads

S. Getting clean all over when you cannot take a tub bath or shower
A. Sponge Bath

605 - 46a

"L" COLUMN

S. Helps distribute oils and removes dust and dandruff from your hair
A. Brushing

S. Keeps clean hair smooth and free from tangles
A. Comb

S. Used to lightly hold hair in place
A. Hair Spray

S. Removed by trimming or cutting hair
A. Split Ends

S. Done to your hair at least once a week
A. Shampoo

S. Gives hair a longer lasting set
A. Permanent

S. The ideal shaped face
A. Oval

S. Makes hair easier to manage and comb
A. Cream Rinse

S. Hair type that becomes dull, limp, and lifeless soon after shampooing
A. Oily

S. Hair type that lacks sheen, elasticity, and breaks easily
A. Dry

"E" COLUMN

S. Used to shape fingernails
A. Emery Board

S. A thin band of hard skin around each fingernail
A. Cuticle

S. Grooming of the nails
A. Manicure

S. Makes toes more attractive
A. Pedicure

S. Broken cuticles
A. Hang Nails

S. Keeps hands smooth and soft
A. Hand Lotion

S. Used to smooth rough skin
A. Pumice Stone

S. Nutrient that helps nails grow strong
A. Protein

S. Shape of fingernails
A. Oval

S. Caused by poorly fitting shoes
A. Corns, Bunions

"A" COLUMN

S. Accents bone structure and puts color into your face
A. Blusher

S. Used to improve on or enhance nature's work
A. Make-up

S. Used to highlight the color of the eyes
A. Eye Shadow

S. Commonly called the "Skin Vitamin"
A. Vitamin A

S. Oily areas of a face
A. Forehead, Nose, Chin

S. Provides a "tonic" for your complexion
A. Facial Mask

S. Applied to make eyelashes appear fuller
A. Mascara

S. Forms your facial expression
A. Eyebrows

S. Used to give make-up a smooth and lasting finish
A. Powder

S. Applied to face to act as a base for make-up
A. Foundation

"N" COLUMN

S. Kills odor-causing germs in the mouth
A. Mouthwash

S. Apply fragrances here
A. Pulse Spots

S. Most concentrated and longest lasting scent
A. Perfume

S. Should be seen every 6 month for a check-up
A. Dentist

S. Makes others feel happy
A. Smile

S. The way you stand, walk, and sit
A. Posture

S. Done to keep in shape
A. Exercise

S. Guide for meals you eat every day
A. Well-balanced

S. Practice every day to look your best
A. Good Grooming

S. Amount of beauty rest needed every night
A. 8 hours

605 - 48a

I. Importance of personal appearance and clothing care
  A. Influence of health habits on personal appearance
    6. Importance of hair care

MASTER SHEET FOR GROOMING BINGO PLAYING CARDS

C	L	E	A	N
Anti-perspirant	Permanent	Oval	Forehead,Nose,Chin	Exercise
Soap and Water	Cream Rinse	Pumice Stone	Make-up	8 Hours
Pores	Hair Spray	Free	Blusher	Mouthwash
Shaving	Split Ends	Corns,Bunions	Powder	Good Grooming
Blackheads	Comb	Pedicure	Eyebrows	Smile
Deodorant	Permanent	Manicure	Vitamin A	8 Hours
Astringent	Hair Spray	Hand Lotion	Mascara	Good Grooming
Acne	Brushing	Free	Facial Mask	Perfume
Sponge Bath	Dry	Pumice Stone	Powder	Posture
Shaving	Oval	Cuticle	Make-up	Smile
Blackheads	Cream Rinse	Manicure	Foundations	Perfume
Acne	Permanent	Protein	Mascara	Posture
Astringent	Shampoo	Free	Vitamin A	Smile
Soap and Water	Oily	Cuticle	Eyebrows	Well-balanced
Complexion	Split Ends	Hang Nails	Forehead,Nose,Chin	Dentist
Astringent	Comb	Protein	Forehead,Nose,Chin	Perfume
Shaving	Oily	Manicure	Foundation	Good Grooming
Anti-perspirant	Permanent	Free	Eyebrows	Exercise
Pores	Brushing	Pedicure	Eye Shadow	8 Hours
Soap and Water	Oval	Pumice Stone	Facial Mask	Posture
Complexion	Comb	Hang Nails	Eye Shadow	Dentist
Anti-perspirant	Cream Rinse	Pedicure	Facial Mask	Perfume
Deodorant	Brushing	Free	Make-up	Exercise
Pores	Oily	Hand Lotion	Blusher	Smile
Blackheads	Oval	Pumice Stone	Powder	Mouthwash
Anti-perspirant	Dry	Hand Lotion	Powder	8 Hours
Deodorant	Shampoo	Oval	Forehead,Nose,Chin	Mouthwash
Astringent	Oily	Free	Eye Shadow	Good Grooming
Soap and Water	Comb	Cuticle	Vitamin A	Pulse Spots
Blackheads	Split Ends	Protein	Mascara	Dentist
Deodorant	Cream Rinse	Pedicure	Powder	Perfume
Astringent	Split Ends	Hang Nails	Eye Shadow	Exercise
Sponge Bath	Comb	Free	Forehead,Nose,Chin	Mouthwash
Complexion	Dry	Oval	Mascara	Good Grooming
Shaving	Hair Spray	Hand Lotion	Facial Mask	8 Hours

605 - 49a

MASTER SHEET FOR GROOMING BINGO PLAYING CARDS, continued

C	L	E	A	N
Pores	Cream Rinse	Cuticle	Blusher	Dentist
Astringent	Shampoo	Protein	Foundation	Exercise
Complexion	Split Ends	Free	Make-up	Pulse Spots
Anti-perspirant	Permanent	Manicure	Eyebrows	Perfume
Sponge Bath	Oily	Corns,Bunions	Powder	Mouthwash
Pores	Split Ends	Oval	Powder	Smile
Complexion	Permanent	Pedicure	Vitamin A	Pulse Spots
Astringent	Shampoo	Free	Facial Mask	Well-balanced
Anti-perspirant	Cream Rinse	Hang Nails	Mascara	Dentist
Shaving	Brushing	Corns,Bunions	Eyebrows	Mouthwash
Sponge Bath	Oval	Emery Board	Forehead,Nose,Chin	Pulse Spots
Complexion	Permanent	Oval	Eyebrows	Posture
Shaving	Dry	Free	Powder	Smile
Pores	Shampoo	Protein	Eye Shadow	Mouthwash
Anti-perspirant	Oily	Hand Lotion	Blusher	Well-balanced
Astringent	Split Ends	Protein	Blusher	Well-balanced
Pores	Dry	Hang Nails	Powder	Smile
Acne	Permanent	Free	Forehead,Nose,Chin	8 Hours
Complexion	Shampoo	Emery Board	Facial Mask	Posture
Soap and Water	Brushing	Manicure	Vitamin A	Good Grooming
Anti-perspirant	Hair Spray	Hang Nails	Eye Shadow	Dentist
Blackheads	Dry	Cuticle	Facial Mask	Mouthwash
Deodorant	Oval	Free	Make-up	Posture
Acne	Split Ends	Oval	Vitamin A	Well-balanced
Pores	Permanent	Pumice Stone	Powder	8 Hours
Soap and Water	Dry	Cuticle	Make-up	Posture
Acne	Comb	Corns,Bunions	Powder	Mouthwash
Deodorant	Cream Rinse	Free	Blusher	Smile
Sponge Bath	Shampoo	Manicure	Foundation	Perfume
Anti-perspirant	Hair Spray	Oval	Mascara	Well-balanced
Blackheads	Shampoo	Corns,Bunions	Eye Shadow	Mouthwash
Deodorant	Brushing	Hand Lotion	Forehead,Nose,Chin	Dentist
Anti-perspirant	Comb	Free	Facial Mask	Well-balanced
Astringent	Hair Spray	Pumice Stone	Make-up	Posture
Sponge Bath	Dry	Manicure	Mascara	Smile
Shaving	Split Ends	Manicure	Mascara	Mouthwash
Blackheads	Cream Rinse	Hand Lotion	Eye Shadow	Posture
Pores	Oily	Free	Vitamin A	Good Grooming
Sponge Bath	Permanent	Pedicure	Foundation	Exercise
Complexion	Shampoo	Oval	Make-up	8 Hours

605 - 50a

MASTER SHEET FOR GROOMING BINGO PLAYING CARDS, continued

C	L	E	A	N
Shaving	Brushing	Emery Board	Make-up	Good Grooming
Pores	Oval	Pumice Stone	Blusher	8 Hours
Blackheads	Dry	Free	Powder	Posture
Complexion	Permanent	Hand Lotion	Vitamin A	Exercise
Deodorant	Cream Rinse	Hang Nails	Foundation	Pulse Spots
Acne	Hair Spray	Pedicure	Eyebrows	Dentist
Complexion	Oval	Cuticle	Blusher	Well-balanced
Soap and Water	Split Ends	Free	Mascara	Perfume
Pores	Comb	Hand Lotion	Foundation	Smile
Astringent	Dry	Protein	Facial Mask	Pulse Spots
Blackheads	Brushing	Pumice Stone	Mascara	Smile
Shaving	Oval	Corns,Bunions	Facial Mask	Perfume
Sponge Bath	Hair Spray	Free	Foundation	Exercise
Astringent	Cream Rinse	Protein	Make-up	8 Hours
Deodorant	Oily	Cuticle	Eyebrows	Pulse Spots
Soap and Water	Oval	Hang Nails	Facial Mask	Exercise
Sponge Bath	Hair Spray	Cuticle	Mascara	Smile
Anti-perspirant	Shampoo	Free	Foundation	Dentist
Deodorant	Oily	Emery Board	Eye Shadow	Pulse Spots
Pores	Permanent	Protein	Make-up	Posture
Deodorant	Permanent	Emery Board	Eyebrows	Exercise
Sponge Bath	Shampoo	Manicure	Blusher	Smile
Soap and Water	Dry	Free	Foundation	Good Grooming
Acne	Comb	Corns,Bunions	Powder	Pulse Spots
Anti-perspirant	Brushing	Pedicure	Forehead,Nose,Chin	Posture
Complexion	Shampoo	Protein	Eyebrows	Posture
Soap and Water	Hair Spray	Emery Board	Vitamin A	Perfume
Blackheads	Oval	Free	Powder	Pulse Spots
Astringent	Oily	Corns,Bunions	Mascara	Well-balanced
Shaving	Dry	Oval	Foundation	Exercise
Shaving	Comb	Hand Lotion	Facial Mask	Well-balanced
Deodorant	Brushing	Protein	Eye Shadow	Good Grooming
Pores	Split Ends	Free	Forehead,Nose,Chin	Pulse Spots
Astringent	Permanent	Pedicure	Vitamin A	Smile
Complexion	Oval	Corns,Bunions	Eyebrows	Perfume
Sponge Bath	Oily	Oval	Vitamin A	Posture
Astringent	Split Ends	Manicure	Make-up	Pulse Spots
Deodorant	Cream Rinse	Free	Eyebrows	Well-balanced
Acne	Dry	Pumice Stone	Facial Mask	Good Grooming
Blackheads	Comb	Pedicure	Powder	Exercise

605 - 51a

MASTER SHEET FOR GROOMING BINGO PLAYING CARDS, continued

C	L	E	A	N
Astringent	Oval	Cuticle	Foundation	Well-balanced
Acne	Comb	Emery Board	Eyebrows	Pulse Spots
Shaving	Cream Rinse	Free	Eye Shadow	Dentist
Deodorant	Brushing	Hang Nails	Facial Mask	8 Hours
Sponge Bath	Shampoo	Oval	Vitamin A	Good Grooming
Shaving	Dry	Corns,Bunions	Foundation	Pulse Spots
Anti-perspirant	Comb	Pumice Stone	Powder	Dentist
Complexion	Oily	Free	Vitamin A	8 Hours
Pores	Split Ends	Cuticle	Forehead,Nose,Chin	Perfume
Deodorant	Hair Spray	Emery Board	Eye Shadow	Well-balanced
Sponge Bath	Hair Spray	Pumice Stone	Vitamin A	Pulse Spots
Pores	Dry	Corns,Bunions	Eyebrows	Exercise
Complexion	Permanent	Free	Eye Shadow	8 Hours
Blackheads	Oval	Hang Nails	Blusher	Dentist
Astringent	Shampoo	Hand Lotion	Forehead,Nose,Chin	Good Grooming
Acne	Oily	Hand Lotion	Make-up	Smile
Pores	Split Ends	Pedicure	Vitamin A	Well-balanced
Soap and Water	Dry	Free	Mascara	Dentist
Anti-perspirant	Hair Spray	Oval	Forehead,Nose,Chin	Exercise
Sponge Bath	Cream Rinse	Hang Nails	Foundation	Perfume
Complexion	Brushing	Corns,Bunions	Mascara	Good Grooming
Sponge Bath	Oily	Hang Nails	Foundation	Dentist
Blackheads	Hair Spray	Free	Eyebrows	Posture
Shaving	Oval	Manicure	Make-up	Smile
Soap and Water	Cream Rinse	Pumice Stone	Eye Shadow	Perfume
Pores	Shampo	Pumice Stone	Blusher	Good Grooming
Anti-perspirant	Oily	Emery Board	Forehead,Nose,Chin	8 Hours
Acne	Oval	Free	Mascara	Perfume
Complexion	Brushing	Pedicure	Eyebrows	Dentist
Astringent	Comb	Cuticle	Vitamin A	Exercise
Acne	Oily	Pedicure	Facial Mask	8 Hours
Astringent	Brushing	Oval	Make-up	Well-balanced
Sponge Bath	Comb	Free	Blusher	Perfume
Deodorant	Hair Spray	Protein	Forehead,Nose,Chin	Good Grooming
Pores	Split Ends	Manicure	Eye Shadow	Dentist

605 - 52a

I. Importance of personal appearance and clothing care
    A. Influence of health habits on personal appearance
        6. Importance of hair care

PERSONAL CARE TEST

Name ______________________ Score (52) ________ Grade ________

Circle True or False.

T F 1. When picking up your books or an object from the floor, bend from the waist.

T F 2. When sitting, keep feet flat on the floor or cross at the ankles, rather than crossing legs at the knees.

T F 3. To maintain good posture, stand with knees locked.

T F 4. Walk with weight evenly distributed on both feet, toes pointed ahead or slightly outward.

T F 5. Fresh air and exercise are important to good looks.

T F 6. An average of 6 hours of sleep a night is recommended.

T F 7. A deodorant stops perspiration.

T F 8. Bathe daily in some form; sponge bath, tub bath, or shower.

T F 9. Prevent perspiration and odor from being trapped by shaving the underarm.

T F 10. The dermis is the upper or outer layer of skin.

T F 11. Make-up is designed to enhance your natural beauty.

T F 12. Combing the hair eliminates the need for brushing.

T F 13. Massaging the scalp stimulates circulation.

T F 14. Hair gets its nourishment from the oil glands.

605 - 53a

Match the correct term with the definition by placing the letter in the blank at the left.

_____ 15. Acts as a base for other make-up
_____ 16. Emphasizes eye color
_____ 17. Darkens and thickens eyelashes
_____ 18. Gives a natural glow to cheeks
_____ 19. Liquid that closes pores

A. Astringent
B. Blusher
C. Eye shadow
D. Foundation
E. Mascara
F. Powder

_____ 20. Band of skin around nail
_____ 21. Care of fingernails
_____ 22. Ideal shape of nails
_____ 23. Living part of nail
_____ 24. Smooths and shapes nails

A. Cuticle
B. Emery board
C. Hangnail
D. Manicure
E. Matrix
F. Oval

PERSONAL CARE TEST, continued

Circle True or False.

Skin problems are often the result of
T F 25. emotions.
T F 26. lack of cleanliness.
T F 27. diet.

Split ends can usually be controlled by
T F 28. brushing.
T F 29. cutting hair ends.
T F 30. shampooing.

Mary learned how to improve her posture in home economics class. While practicing, she found that
T F 31. her clothes fit better.
T F 32. she could digest her food better.
T F 33. she could breathe easier.

Judy has beautiful, shiny hair. When asked what her secrets were, she replied, "brushing" because it
T F 34. increases the growth rate.
T F 35. distributes oil.
T F 36. removes dust and dirt.

Circle the letter of the best choice.

37. The best way to apply fragrance is to
    A. apply it to pulse spots.
    B. put it on your clothes.
    C. spray it on your hair.

38. The first step in putting on make-up is to
    A. apply the foundation.
    B. cleanse your face.
    C. make up your eyes.

39. Mary has light hair and fair skin. In choosing her eye make-up, she could wear
    A. a color darker than her hair.
    B. a color lighter than her hair.
    C. a color that matches her hair.

40. The best way to get rid of blackheads is to
    A. massage your face.
    B. squeeze them.
    C. wash your face frequently and well.

41. A pedicure is
    A. the trimming and cleaning of the toenails.
    B. the name of the kit containing equipment for cleaning nails.
    C. the trimming and cleaning of the fingernails.

42. Toenails are cut so they are
    A. rounded.
    B. straight across.
    C. oval.

605 - 54a

43. Mary has a problem. Her nails are soft and her hair is lifeless. What would you suggest?
A. She should eat foods high in protein.
B. She should include more carbohydrates in her diet.
C. She should eat lots of fruit and vegetables.

44. Shampoo hair
A. every day.
B. every week.
C. whenever it looks or feels dirty.

45. The ideal shaped face is the
A. heart.
B. oval.
C. round.

46.-48. List 3 functions, or jobs of your skin.

49.-51. What 3 areas of your face contain the most oil glands?

52. Some foods from the 4 basic groups should be included in your diet every day. Add the missing food group to the following list:
Milk group
Bread and cereal group
Meat group
____

605 - 55a

ANSWER KEY

1. F
2. T
3. F
4. T
5. T
6. F
7. F
8. T
9. T
10. F
11. T
12. F
13. T
14. F
15. D
16. C
17. E
18. B
19. A

20. A
21. D
22. F
23. E
24. B
25. T
26. T
27. T
28. T
29. T
30. T or F
31. T
32. T
33. T
34. F
35. T
36. T

37. A
38. B
39. C
40. C
41. A
42. B
43. A
44. C
45. B

46.-48. Regulates body temperature.
Eliminates body wastes.
Protection.
Appearance.
Source of nerve receptors.
Lubricates itself.

49.-51. Forehead
Nose
Chin

52. Fruit and vegetable group.

I. Importance of personal appearance and clothing care
    B. Care of clothing
        2. Techniques of ironing and pressing

HOME EXPERIENCE IN IRONING/PRESSING

Name ____________________

	Highly	Moderately	Slightly
1. Was your son/daughter interested in the experience?			
2. Did he/she obtain satisfactory results on ironing or pressing Skirt?			
Blouse?			
Pants?			
3. Did he/she benefit from this experience?			

In what way(s) do YOU think the experience was worthwhile?

605 - 56a

____
Parent's Signature

I. Importance of personal appearance and clothing care
B. Care of clothing
2. Techniques of ironing and pressing

CLOTHING CARE TEST

Name ______________________________

Circle either True or False.

T F 1. Spots and stains are allowed to set for easy removal.
T F 2. The best stain removal is hot water.
T F 3. Test a spot remover on a seam or scrap of fabric.
T F 4. Sprinkle clothes to be ironed so they are very wet.
T F 5. Sprinkled clothes are refrigerated if not ironed the same day to prevent mildew.
T F 6. Cotton fabrics can be ironed at a higher temperature than a cotton-polyester blend.
T F 7. Press fabrics with the grain.
T F 8. Press the inside of a garment first to flatten seams, darts, hems.
T F 9. The last part to iron on a blouse or shirt is the collar.
T F 10. Ironing is done with a lifting motion.
T F 11. Leave water in the iron so it is ready for the next time.
T F 12. Disconnect the iron from the socket by pulling the cord.

Match the words in the column on the right with the column on the left by placing the letter in the blank next to the correct answer.

_____ 13. Cornstarch
_____ 14. Clorox
_____ 15. Water
_____ 16. Energine
_____ 17. Baking soda
_____ 18. Lemon juice

A. Solvent

B. Absorbant

C. Bleach

605 - 57a

Match the stains with the correct method of removal.

_____ 19. Rinse in cold water to dissolve.
_____ 20. Pour boiling water over; wash.
_____ 21. Harden with ice, and scrape.
_____ 22. Rinse in cold water until brown; wash.
_____ 23. Use Spray 'N Wash or use paste mixture to dissolve stain.

A. Gum
B. Fruit
C. Chocolate
D. Blood
E. Ink

ANSWER KEY

1. F
2. F
3. T
4. F
5. T
6. T
7. T
8. T
9. F
10. F
11. F
12. F

13. B
14. C
15. A
16. A
17. B
18. C

19. C
20. B
21. A
22. D
23. E

I. Importance of personal appearance and clothing care
   B. Care of clothing
      3. Techniques of clothing repair

RATING SCALE FOR HAND SEWING

Name ______________________________

Rate your own sewing using the following scale: 1 - poor, 2 - fair, 3 - average, 4 - good, 5 - excellent. Please circle the numbers with pencil.

BUTTONS:

Stitches loose, uneven	Stitches neat, firm	1 2 3 4 5
Button sewed flat to fabric, or shank loosely wound	Button reinforced with firm thread shank	1 2 3 4 5
Stitches scattered on back side	Stitches neat, together on back side	1 2 3 4 5

SNAPS:

Parts incorrectly placed on fabric	Parts correctly placed on fabric	1 2 3 4 5
Stitches uneven, incorrectly placed in holes	Stitches neatly placed in each hole	1 2 3 4 5
Stitches show on right side of fabric	No stitches show on right side of fabric	1 2 3 4 5

605 - 58a

HOOKS AND EYES:

Parts incorrectly placed on fabric	Parts correctly placed on fabric	1 2 3 4 5
Sewing is loose; uneven; incomplete	Sewing is neat, even; complete	1 2 3 4 5
Stitches show on right side	Stitches do not show on right side	1 2 3 4 5

HEMMING STITCH

Used double thread	Used single thread	1 2 3 4 5
Stitches unevenly spaced	Stitches evenly spaced	1 2 3 4 5
Stitches show on outside	Stitches invisible on outside	1 2 3 4 5
Stitches not securely fastened	Stitches secure	1 2 3 4 5

II. Role of consumer education
    A. Selection of pattern
        1. Selection of figure type and size

MEASUREMENT SHEET

AREA	YOURS	PATTERNS	ADD (+)	SUBTRACT (-)
1. Bust/chest				
2. Waist				
3. 3" Hipline				
4. 7" Hipline				
5. 10" Hipline				
6. Back waist length				
7. Shoulder to bust				
8. Height				

605 - 59a

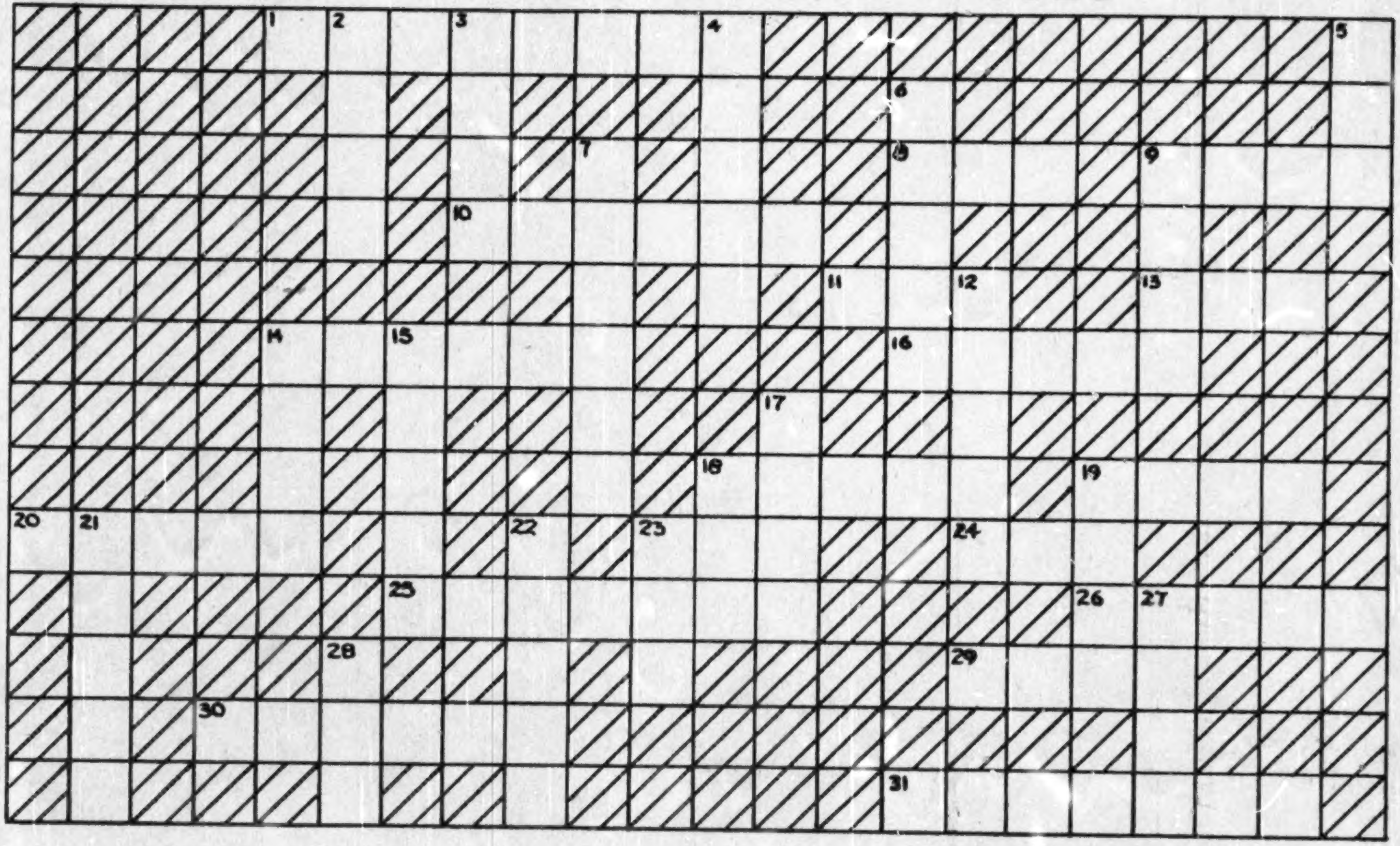
My figure type is ______________________

My pattern size is ______________________

Name ______________________

II. Role of consumer education
    C. Types of home and school sewing equipment
        1. Types of sewing equipment

KNOW YOUR SEWING TOOLS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31

THE CLUES FOR THE PUZZLE ARE ON THE NEXT PAGE.

Developed by: Ms. Mary Vanden Avond
Home Economics Education 392
University of Wisconsin
Stevens Point, Wisconsin

HAVE FUN

605 - 60a

KNOW YOUR SEWING TOOLS CROSSWORD PUZZLE, continued

ACROSS

1. __________ are used to protect your fingers when you sew.
8. Shears are used to __________ material, not paper.
9. Dual - __________ thread is very strong.
10. __________ is a cutting tool with one round handle and one long, narrow handle.
11. It's fun to __________ when you know how to use sewing tools.
13. Needle sizes are high numbers for fine needles, ______ numbers for coarse needles.
14. You use a needle and __________ for hand sewing.
16. Tracing paper and a tracing ______ are used to copy pattern markings on material.
18. The sharp end of a needle or pin is called the __________.
19. Shears should be the right weight and length for your __________.
20. The long cutting part of scissors or shears is the __________.
23. A wood, plastic, cardboard or __________ box can be used for sewing tools.
24. A crewel needle has a long, easy-to-thread __________.
25. To copy pattern markings on cloth, _________ tools are used.
26. Wipe off shears before and __________ using them.
29. Have tracing paper face the wrong __________ of material before marking.
30. Always hand sharp tools to another person with the _________ first.
31. Thread looks ______ when it is off the spool, so buy thread a littler darker than material.

DOWN

2. A dull pin might make a __________ in your material.
3. Always pick up your sewing tools, never leave a __________.
4. Used for general sewing are _________ needles.
5. Always read the label before you __________ thread.
6. Blades are held together by a __________, not a rivet, and can be tightened.
7. Threading fine needles can be made easier by using a __________ - threader.
9. Pins that are __________ might make holes in your material.
12. Black and __________ thread are used often for sewing.
14. A __________ - measure is used to take body measurements.
15. There are shears for __________ - handed people and for left-handed people.
17. Shears have one round handle and one __________ handle.
18. One kind of __________ is a "dressmakers".
19. The top end of a pin is the __________, it can be colored.
21. Always read the __________ before you buy.
22. A tracing wheel and tracing ______ are used to copy pattern markings to material.
23. The __________ of the blade on a pair of shears is fragile.
27. Three _________ make one yard.
28. A tape measure might have a metal tip at the ______ to help it last longer.

ANSWER KEY

ACROSS

1. Thimbles
8. Cut
9. Duty
10. Shears
11. Sew
13. Low
14. Thread
16. Wheel
18. Point
19. Hand
20. Blade
23. Tin
24. Eye
25. Tracing
26. After
29. Side
30. Handle
31. Lighter

DOWN

2. Hole
3. Mess
4. Sharp
5. Buy
6. Screw
7. Needle
9. Dull
12. White
14. Tape
15. Right
17. Long
18. Pin
19. Head
21. Label
22. Paper
23. Tip
27. Feet
28. End

II. Role of consumer education
    C. Types of home and school sewing equipment
        1. Types of sewing equipment

EQUIPMENT WORD SCRAMBLE

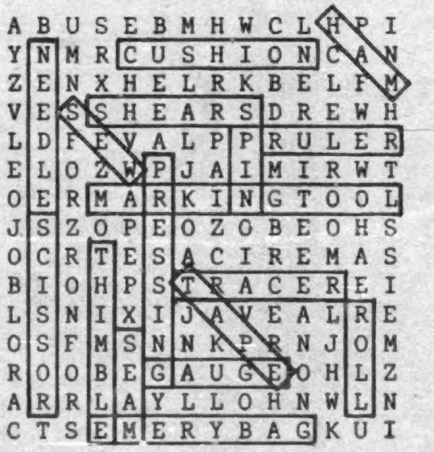
Seventeen (17) words used to describe equipment are hidden in the scrambled letters. Circle the words. They appear in horizontal, vertical and diagonal straight lines. Letters for words are sometimes overlapped.

```
A B U S E B M H W C L H P I
Y N M R C U S H I O N C A N
Z E N X H E L R K B E L F M
V E S S H E A R S D R E W H
L D F E V A L P P R U L E R
E L O Z W P J A I M I R W T
O E R M A R K I N G T O O L
J S Z O P E O Z O B E O H S
O C R T E S A C I R E M A S
B I O H P S T R A C E R E I
L S N I X I J A V E A L R E
O S F M S N N K P R N J O M
R O O B E G A U G E O H L Z
A R R L A Y L L O H N W L N
C T S E M E R Y B A G K U I
```

60$ - 62a

ANSWER KEY

1. cushion
2. emery bag
3. gauge
4. ham
5. marking tool
6. needle
7. pin
8. pressing
9. roll
10. ruler
11. scissor
12. seam
13. sew
14. shears
15. tape
16. thimble
17. tracer



```
A B U S E B M H W C L H P I
Y N M R C U S H I O N C A N
Z E N X H E L R K B E L F M
V E S S H E A R S D R E W H
L D F E V A L P P R U L E R
E L O Z W P J A I M I R W T
O E R M A R K I N G T O O L
J S Z O P E O Z O B E O H S
O C R T E S A C I R E M A S
B I O H P S T R A C E R E I
L S N I X I J A V E A L R E
O S F M S N N K P R N J O M
R O O B E G A U G E O H L Z
A R R L A Y L L O H N W L N
C T S E M E R Y B A G K U I
```

III. Techniques of clothing construction
    A. Development of basic sewing know-how
        4. Preparation of fabric

Title: "PREPARING YOUR FABRIC FOR CUTTING"

Subject: CLOTHING and TEXTILES - PROGRAMMED LESSON

Peformance Level: Beginning

Purpose: Cloth is seldom ready to cut as it comes from the store. Proper preparation will result in a much nicer fitting and hanging garment. This lesson will provide the student with a background of the parts of fabric and the steps in the preparation of fabric for pattern layout and cutting.

Producer:
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Instructor:
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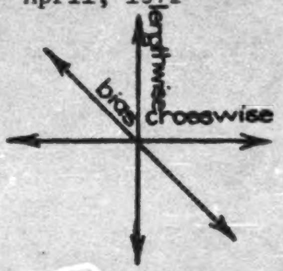
Date Produced and Field Tested: April, 1972



605 - 63a

TO THE TEACHER

Unifying Area: HUMAN GROWTH and DEVELOPMENT (Wisconsin Home Economics Conceptual Structure and Planning Guide)

Level: Beginning

Major Concept: Relationship of environmental factors to growth and development of individuals

Major Objective: Applies knowledge of environmental factors to growth and development of self.

Major Generalization: The physical COMFORT OF CLOTHING is influenced by FABRIC, FINISH, CONSTRUCTION, and STYLE, and the SUITABILITY of these factors for various activities.

Supporting Concept: Processes in achieving a piece of fabric that is completely ready for pattern layout.

Supporting Objectives:

1. The student will be able to understand the steps involved in preparing a piece of fabric for pattern layout.
2. The student will be able to prepare her own fabric.

Generalizations:

1. Cloth is seldom ready to cut as you bring it home from the store.
2. The adequate preparation of cloth before sewing will likely contribute to a more satisfactory garment.

A PROGRAM ON HOW TO PREPARE YOUR FABRIC FOR CUTTING

Introduction to Unit:

We are now ready to start to work with the fabric you have purchased from the store. However, cloth is seldom ready to cut when you get it home. Why? First, we must see how cloth is made and then how to prepare it.

Directions for Use of the Program

Using the sample item, follow this procedure:

1. Place the slider provided or a piece of paper over the left hand column. In this column are the responses.
2. Read item 1 and write your answer on a separate sheet of paper. More than one word might be required in your answer.
3. Continue this procedure for the rest of the program.

SAMPLE:

Woven fabric has two sets of threads or yarns that are woven at right angles to each other.

1. Woven fabric is made with _____ sets of threads.
2. These threads are at ______ angles to each other.

605 - 64a

Write your response on the sheet of paper. Move your slider down, check your response and go on to the next item.

---

1. two
2. right

Woven fabric has two long finished or tightly woven edges called selvages. The selvages keep the fabric width in shape and prevent stretching or raveling.

3. The tightly woven edges of a fabric are called ______.

---

3. selvages

The lengthwise threads or lengthwise grain runs parallel to the selvages. This is often called the warp.

4. The threads that run in the same direction as the selvages are called the ______ threads.

---

4. lengthwise
   warp

The lengthwise threads are the strongest threads. They have little or no stretch. When the lengthwise threads are pulled or snapped, they give off a sharp sound.

5. The strong threads which have little or no stretch are the ______ threads.
6. The lengthwise threads produce a sharp sound when ______.

---

5. lengthwise 6. snapped pulled	The crosswise grain or threads run between the two selvages. This is often called the woof. 7. The threads that run from one selvage to the other are the ______ threads.
7. crosswise woof	The crosswise threads are weaker, and do have a slight amount of give or stretch. This is why the crosswise threads are usually placed going around the body. 8. The weaker crosswise threads do ______.
8. stretch give	When the crosswise threads are pulled or snapped, they produce a dull sound. 9. The crosswise threads make a ______ sound when pulled or snapped.
9. dull	The true bias is a diagonal at a 45 degree angle to any straight edge. 10. The grain line that forms a 45 degree angle on the fabric is called a ______.
10. bias true bias	When these threads are pulled, a great amount of give or stretch is produced. 11. The bias has a great amount of ______.
11. stretch give	Items 12-15 are review items. 12. The two sets of threads in woven fabric are the ______ and ______ threads.
12. crosswise woof lengthwise warp	13. The tightly woven edges at both sides of the fabric are known as ______.
13. selvages	14. The grain line that follows a diagonal or 45 degree angle is the ______.
14. bias	15. The bias has a great deal of ______.
15. stretch give	All garment pieces must be cut from fabric that is on grain or the threads at right angles to each other. 16. It is important that all garment pieces are cut on ______.

605 - 05a

16.	grain	Cloth can become crooked or off-grain during the manufacturer's finishing process, when it is pressed, or when it is wound on the bolt. 17. Off-grain fabric can be the result of ______, ______, or ______.
17.	finishing pressing winding	To find out whether your fabric is on grain, you will first have to straighten the raw edges. 18. The first step in determining if your fabric is crooked is to ______ the raw edges.
18.	straighten	If the clerk tore your fabric from the bolt, it will be torn along one straight line or thread and will be thread straight. 19. Torn fabric is ______.
19.	thread-straight	However, tearing can stretch or pull your fabric off-grain. 20. Your fabric can be stretched or pulled off-grain by ______.
20.	tearing	Cut ends are seldom cut exactly straight, and so must be straightened. 21. You must straighten ______ ends.
21.	cut	Look at the edge of your fabric and find the highest peak or point. Carefully pull the top thread and work your way down until one single thread can be pulled from one selvage to another to produce a thread-straight edge. 22. A fabric is ______ straight when a thread can be pulled from one selvage to the other.
22.	thread	Another way to get your fabric thread-straight is to clip through the selvage and slowly pull a crosswise thread until the fabric puckers. Cut along the line made. 23. A guide line for cutting can be made by slowly pulling a ______ thread.

23. crosswise	As soon as the ends of your fabric are thread-straight, you will be able to see if it is crooked or off-grain, or grain perfect. Lay the fabric out, folded lengthwise as it came from the bolt. The two selvages should be together. If the fabric is grain perfect, the folded layers will match at the ends, without any wrinkles appearing. 24. A fabric that matches at all ends when folded lengthwise is said to be ______ perfect.
24. grain	If the ends do not match, pull the corners of the shorter ends opposite each other (true bias) to stretch the fabric back into shape. 25. The fabric can be pulled back into shape by stretching on the ______.
25. bias	Once your fabric has been made grain perfect, open the fabric, press out the crease, and fold the fabric according to your pattern layout, with wrong sides together. 26. The fabric is usually folded with ______ sides together in preparation for pattern layout.
26. wrong	Items 27-30 are review items. 27. When fabric is crooked, we say it is ______.
27. off-grain	28. The first step in preparing your fabric is to make it ______ straight.
28. thread	29. One way to straighten the ends is to ______ the fabric.
29. tear	30. When the edges of your fabric are all even, your fabric is ______ perfect.
30. grain	

III. Techniques of clothing construction
  B. Techniques used in the construction of a sleeveless, collarless garment
    2. Use of staystitching

Title: STAYSTITCHING PROGRAMMED LESSON

Subject: CLOTHING CONSTRUCTION

Performance Level: Middle School - Beginning Level

Purpose: When constructing a garment, it is extremely important to keep certain cut edges from stretching. The method used to prevent this stretching is known as staystitching.

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Instructor: Fern M. Horn, Professor
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Stevens Point, Wisconsin

Date Produced and Field Tested: April, 1972

605 - 68a

TO THE TEACHER

Unifying Area: HUMAN GROWTH and DEVELOPMENT (Wisconsin Home Economics Conceptual Structure and Planning Guide)

Level: Beginning Level

Major Concept: Relationship of environmental factors to growth and development of individuals

Major Objective: Applies knowledge of environmental factors to growth and development of self.

Major Generalization: The physical COMFORT OF CLOTHING is influenced by FABRIC, FINISH, CONSTRUCTION and STYLE, and the SUITABILITY of these factors for various activities.

Supporting Objective: The student will be able to correctly staystitch, where needed, on his/her garment pieces.

Supporting Generalization: Staystitching prevents stretching while the garment is being made.

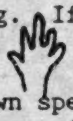
A PROGRAMMED LESSON ON

STAYSTITCHING

605 - 69a

PROGRAMMED LESSON - STAYSTITCHING

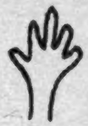
Introduction to Lesson:

The material in front of you is known as a programmed unit. This unit is another way of learning. You may need the teacher's help while you are working.  If you do, raise your hand and she will come to you.

This program is designed for self-instruction. You may work at your own speed. You can go back and review the items you do not understand. Review items will be presented to help you check your program.

Directions for Use of the Program

Using the sample items, follow this procedure:

1. Place the slider provided or a piece of paper over the left hand column. In this column are the responses.
2. Read item 1 and write your answer on the response sheet. More than one word might be required in your answer.
3. Continue this procedure for the rest of the program.
4. When you see a symbol like this -  check with your teacher.

605 - 70a

SAMPLE:

The purpose of this programmed lesson is to help you understand the steps involved in staystitching parts of your garment.

1. After completing this lesson, your ______ of the steps used in staystitching will be improved.

Write your response on a separate sheet of paper. Now move the slider down, check your response and go on to item 2.

---

1. understanding

In this lesson each step is built on the previous step. Therefore, it is important to understand each step before proceeding to the next.

2. It is important to understand each ______ before moving on to the next one.

---

2. step

INTRODUCTION TO LESSON I

This lesson presents the basic steps involved in staystitching parts of a garment. It explains a step-by-step procedure to follow. It is important to understand each step as you proceed.

Staystitching is machine stitching done on a single layer of fabric.

1. When putting in staystitching on a single layer of fabric, we use the _________.

---

1. sewing machine

We staystitch on garment pieces to prevent them from stretching.

2. Staystitching is done to prevent _________.

---

2. stretching

The edges which need to be staystitched are on the bias. These edges may stretch while the garment is being made.

3. The neck edge stretches because it is cut on the ____.

---

3. bias

The edge on a blouse or dress most likely to stretch while you are working on it is the neck edge.

4. The most important edge to staystitch on a blouse or dress is the _________.

605 - 71a

---

4. neck edge

Staystitching only prevents stretching when you stitch in the right direction.

5. To be effective, staystitching must be done in the _________.

---

5. right direction

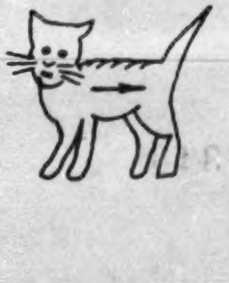
"Stroke the kitty" to find the direction in which to staystitch. Staystitching should be done in the direction that will smooth the threads of the fabric.

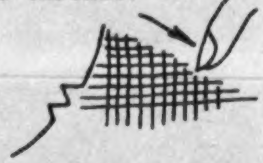
6. When we staystitch we go in the direction which will _________ the cut edges of the fabric.

---

6. smooth

7. Look at the illustration. Just as you "stroke the kitty" to find out which direction smooths the fur, so you _________ the cut edge of the fabric to find out which direction will smooth the threads.





7. stroke

REFER TO EXHIBIT 1

To determine the direction in which to staystitch, run your finger along the cut edge of the fabric.

8. On this piece, you would staystitch in the direction of arrow _________.

---

8. A

When the direction of the grain changes for only a short distance, it is not necessary to change the direction of stitching.

9. Sometimes it is necessary for us to stitch against the grain when the distance is very _________.

---

9. short

REFER TO EXHIBIT 2 for frames 10 and 11

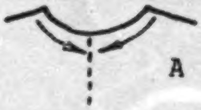
On the front half of the neck edge we find the grain running in many different directions. It is necessary to divide the neckline in half and staystitch on only one side at a time.

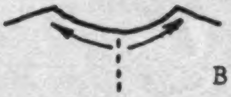
10. On the front neckline we divide it in _________ when we do our staystitching.

---

10. half

Use the "kitty test" on exhibit 2 to determine the correct direction to stitch.





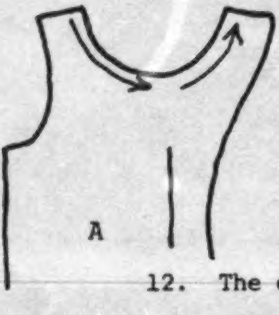
11. The correct way is shown in figure _________.

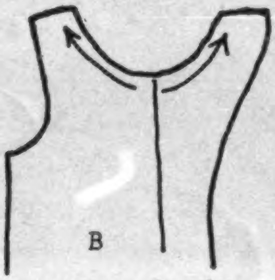
---

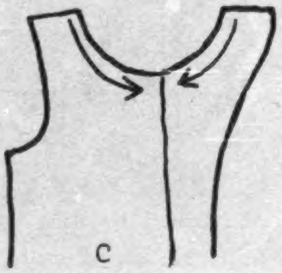
11. A

REFER TO EXHIBIT 3

Use exhibit 3 to determine the correct direction for staystitching parts with attached facings that look like the ones below.





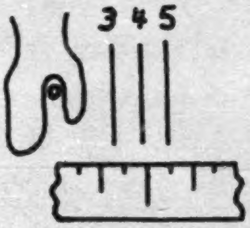


12. The correct way is shown in figure _________.

---

12. C

Staystitching is done 1/2 inch from the cut edge of the garment.



13. On the machine we will follow line number __________.

---

13. 4

Staystitching is done with matching thread used to construct your garment.

14. Thread your machine with __________________________.

---

14. matching thread

The staystitching line need not be removed after the garment is completed because it is in the seam allowance.

15. Staystitching lines are found in the __________ __________ and need not be removed when the garment is finished.

---

15. seam allowance

Staystitching may be done on the wrong or right side of the fabric, as long as you stitch in the right direction.

16. To stitch in the right direction, we may work on the __________ or __________ side of the fabric.

605 - 73a

---

16. wrong (or) right

We staystitch with a regular length machine stitch that is appropriate for the fabric. This is usually 10-12 stitches per inch.

17. When we staystitch, it is usually __________ stitches per inch.

---

17. 10-12

Do not fasten the staystitching threads. Cut the threads close to the fabric edge to keep your work neat.

18. It is not necessary to backstitch or tie threads because we do not __________ staystitching threads. After sewing, we __________ the threads.

---

18. fasten
cut

If an error is made while staystitching, do not remove stitches. Removing the stitches can further stretch the fabric. Check with the teacher.

19. Do not remove staystitching done in the wrong direction as this will only tend to __________ the fabric more.

19. stretch

If fabric has been stretched, re-stitching in the correct direction with a long stitch usually will correct the error.

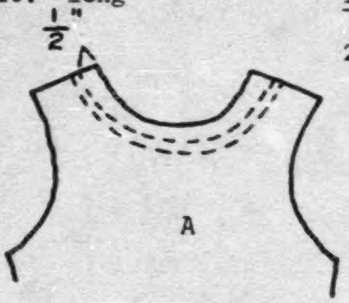
20. It is possible to correct stitching done in the wrong direction by stitching in the right direction with a _________ stitch.

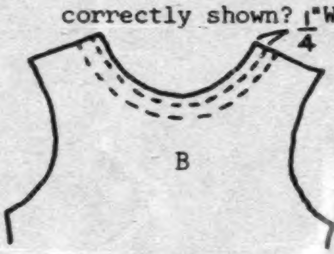
---

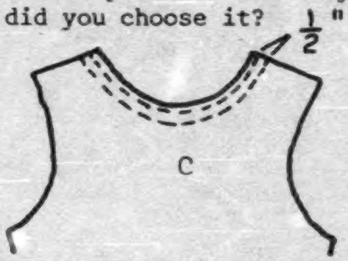
20. long

Items 21-25 are review items.

21. In which illustration is the placement of staystitching correctly shown? Why did you choose it?



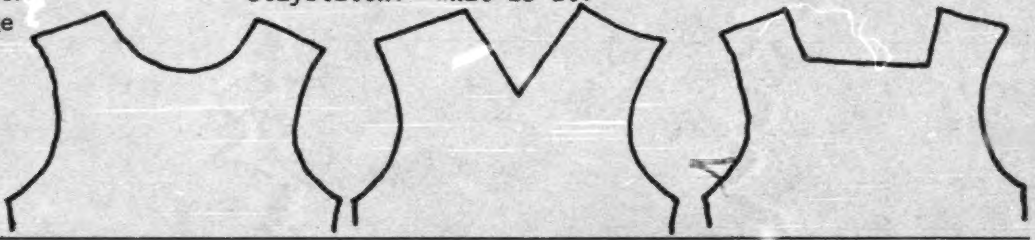




---

21. A because staystitching is 1/2" from cut edge

22. Necklines are not all staystitched in the same direction. Even though the necklines shown below are different, one method is used to decide the direction in which to staystitch. What is it?



---

22. use the kitty test or stroke the cut edges

23. When staystitching, there are approximately _________ stitches per inch.

---

23. 10-12

24. Your staystitching thread is _________ as the thread you use to construct the rest of your garment.

---

24. the same color

25. You have stitched in the direction of (some - most - all) of the threads on the cut edge of your garment piece.

---

25. most

Staystitching the shoulder seam is optional and may or may not be done; it is important to always staystitch the neckline.

26. We always staystitch the neckline, but stitching the _________ _________ is optional.

26. shoulder or shoulder seam

Some guide sheets show staystitching along the armhole edge. Use the "kitty test" to determine the direction in which to stitch.

27. Besides the neckline and shoulder seams, we might also need to staystitch along the __________ edge.

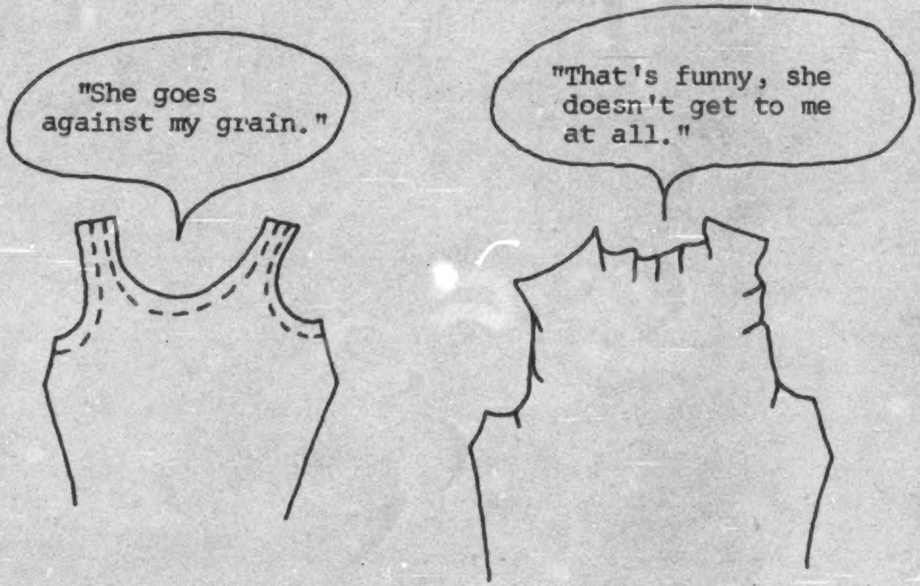
---

27. armhole

Get out your guide sheet and the pattern piece which was placed and cut out on the fold. It may be the front or the back.

Locate the place on the guide sheet where you are told to staystitch. If you cannot find it, check with your teacher.

Remove the pattern tissue and determine the directions in which you think you should staystitch. Call your teacher and explain to her the directions you will follow.


"She goes against my grain."
"That's funny, she doesn't get to me at all."

III. Techniques of clothing construction
  B. Techniques used in the construction of a sleeveless, collarless garment
    3. Types of seam finishes used on plain seam

EVALUATION RATING SCALE FOR SEAM FINISHES

Rate each characteristic by circling the number that best describes your work.
Scale: 1 - poor, 2 - fair, 3 - average, 4 - good, 5 - excellent.

Seam width incorrect or unevenly stitched	Seam is even 5/8"	1 2 3 4 5
Finish poor or incomplete	Finish neat and correct	1 2 3 4 5
Seam not pressed open flat	Seam pressed open flat	1 2 3 4 5

Rating = ________

III. Techniques of clothing construction
  B. Techniques used in the construction of a sleeveless, collarless garment
    4. Types of darts

605 - 76a

EVALUATION RATING SCALE FOR DARTS

Rate each characteristic by circling the number that best describes your work.
Scale: 1 - poor, 2 - fair, 3 - average, 4 - good, 5 - excellent.

Not evenly tapered	Evenly tapered	1 2 3 4 5
Incorrect or uneven length	Correct, even length	1 2 3 4 5
Threads not tied at point	Threads tied in knot at point	1 2 3 4 5
Incorrectly pressed	Correctly pressed	1 2 3 4 5

Rating = ________

III. Techniques of clothing construction
    B. Techniques used in the construction of a sleeveless, collarless garment
        5. Technique of gathering

EVALUATION RATING SCALE FOR GATHERS

Rate each characteristic by circling the number that best describes your work.
Scale: 1 - poor, 2 - fair, 3 - average, 4 - good, 5 - excellent.

Fullness poorly eased	Fullness evenly eased	1 2 3 4 5
Fabric pieces joined unevenly	Fabric pieces joined evenly	1 2 3 4 5
Gathers pressed down flat	Fabric pressed without flattening gathers	1 2 3 4 5

Rating = ________

III. Techniques of clothing construction
    B. Techniques used in the construction of a sleeveless, collarless garment
        7. Techniques of patch pockets

605 - 77a

EVALUATION RATING SCALE FOR PATCH POCKETS

Rate each characteristic by circling the number that best describes your work.
Scale: 1 - poor, 2 - fair, 3 - average, 4 - good, 5 - excellent.

Edge of facing not finished	Facing edges finished	1 2 3 4 5
Edges unevenly turned	Edges smoothly curved or evenly mitered	1 2 3 4 5
Pockets uneven or lop-sided	Pockets placed evenly	1 2 3 4 5
Topstitching uneven	Topstitching even	1 2 3 4 5
No backstitching or reinforcement at top	Backstitched at top edges for reinforcement	1 2 3 4 5

Rating = ________

III. Techniques of clothing construction
    B. Techniques used in the construction of a sleeveless, collarless garment
        8. Technique of lapped zipper application

Title: APPLYING A LAPPED ZIPPER -- INDEPENDENT STUDY PACKET

Performance Level: Beginning

Purpose: Zippers are considered to be the most acceptable type of placket fastener, as well as a skill used in constructing a garment. They can be quite easily inserted in the placket if a few simple rules are followed.

Producer: Verle Krienke
Wilson Junior High
Appleton, Wisconsin 54911

Instructor: Fern M. Horn, Professor
Home Economics Education
University of Wisconsin
Stevens Point, Wisconsin

Date Produced and Field Tested: Spring, 1972

TO THE TEACHER

Unifying Area: HUMAN GROWTH and DEVELOPMENT (Wisconsin Home Economics Conceptual Structure and Planning Guide)

Major Concept: Relationship of environmental factors to growth and development of individuals

Major Objective: Applies knowledge of environmental factors to growth and development of self.

605 - 78a

Generalization: The physical COMFORT of CLOTHING is influenced by FABRIC, FINISH, CONSTRUCTION, and STYLE, and the SUITABILITY of these factors for various activities.

Supporting Concepts:
1. Understanding sewing terms
2. Selecting a zipper
3. Parts of a zipper
4. Using the sewing machine
5. Important points to remember
6. Preparation of placket seam
7. Stitching steps

Supporting Objectives:
1. Given reference material, student will be able to define six sewing terms used in zipper application.
2. Student will be able to describe the right kind of zipper for a garment by listing three considerations or requirements.
3. The student will be able to identify the parts of a zipper with 100% accuracy from a drawing of the zipper.
4. The student will be able to change the foot on a sewing machine, from a presser foot to a zipper foot.

Supporting Objectives: (continued)

5. The student will be able to change the stitch length on a sewing machine from regular to machine-basting.

6. The student will be able to understand the basic points to follow before beginning the actual zipper applicaton.

7. Given two 10-inch by 5-inch pieces of fabric, the student will be able to construct a seam for a 7-inch zipper.

8. Using the two 10-inch by 5-inch pieces of fabric, the student will be able to use the correct procedure for the application of a lapped zipper, with a rating of somewhere between 3 and 5, average to excellent.

Supporting Generalizations:

1. Knowing the meaning of certain terms will make it easier to follow the directions.

2. The right kind of zipper is important for a flat, smooth, high quality placket.

3. Knowing the parts of a zipper helps a person follow the simple steps in sewing a zipper.

4. Three lines of machine-stitching are required in putting in a zipper.

5. Remembering certain general rules helps insure success in the application of the zipper.

6. Following the steps in garment assembly makes it easier to put in a zipper.

7. A zipper can be sewed in easily if the stitching steps are followed one-at-a-time.

INSTRUCTIONS TO THE TEACHER

Instructional Approach

In this packet the student will read references on zipper application, view 8 mm. film-loop, examine exhibits and drawings of lapped zipper application, and complete laboratory experiences according to the instructions given.

Identification of Learners

This SDLP is developed for beginning, average eighth grade students. It may be used in relation to the construction of a skirt or jumper.

Special Instructions

Equipment Needed:

8 mm. film-loop projector
Sewing machine
Zipper foot

Materials Needed:

Clothes: Part of Your World, Vanderhoff -- Ginn & Co., Boston, Mass.,1970.
How You Look and Dress, Carson, McGraw-Hil, St. Louis, Mo., 1969.
Steps in Clothing Skills, Dunn, Bailey, and Vansickle, Bennett, Peoria, Ill., 1970.

Materials Needed: (continued)
"Let Yourself Sew", Simplicity Pattern Co., Inc., 1972.
"School for Zippers" pamphlet, Coats & Clark, Fair Lawn, New Jersey.
"Sew in Your Zipper, 1-2-3!" leaflet, Coats & Clark, Fair Lawn, N.J.
8 mm. film-loop, Lapped Application of a Zipper, J.C. Penney, Inc.
Exhibits -- Basted Placket, Three Steps in the Lapped Zipper Application
Six drawings
Four sets of 10-inch by 5-inch fabric
Three 7-inch skirt zippers
Thread

Media Needed: None
Resource People: None
Facilities Needed: Clothing laboratory or sewing area

Instructions for Evaluation
Special Requirements: None
Test Keys and Keys for Other Instruments: Pre-test key
Post-test key
Evaluation rating scale

PRE-TEST

Purpose: The purpose of this test is to determine the extent of your present knowledge of terms used in zipper application, zippers, and the actual application of a lapped zipper.

Directions:

1. Read the specific directions carefully.
2. Write your answers on a sheet of 8" by 11" notebook paper.
3. When you have completed the pre-test, obtain the key from your teacher and check your work.
4. Discuss the results with your teacher.

Match the DEFINITIONS in the first column with the TERMS in the second column by writing the LETTER of the TERM next to the corresponding number on your answer sheet.

	DEFINITIONS	TERMS
______	1. Area between cutting line and stitching line	A. Basting
______	2. Lengthwise and crosswise threads.	B. Facing
______	3. A piece of fabric that finishes an edge.	C. Grain
______	4. Temporary stitching by hand or the longest stitch on the sewing machine.	D. Placket
______	5. The line where the seam is sewed.	E. Seam Allowance
______	6. An opening needed when you put on or take off a garment.	F. Seam Line

7.-11. Write the names of as many parts of the zipper as you know on the blanks on your answer sheet.

Place a T on your answer sheet for each statement which is true and a F for that statement which is not true.

12. The length of a zipper is measured from the top of the tape to the bottom of the tape.
13. The regular presser foot is the suggested foot to use for sewing the zipper.
14. The opening for the zipper is closed with a basting stitch.

PRE-TEST, continued

15. It doesn't matter if the zipper matches the fabric because the zipper won't show if it is inserted correctly.
16. The suggested length for the zipper is given on the back of the pattern envelope.
17. All stiching throughout the lapped zipper application is done on the inside of the garment.
18. When putting a skirt zipper in, place the zipper teeth even with the top edge of the garment.

ANSWER KEY

1. E
2. C
3. B
4. A
5. F
6. D

7. Bottom stop or top stop
8. Coil or teeth
9. Slider
10. Tab
11. Tape

12. F
13. F
14. T
15. F
16. T
17. T
18. F

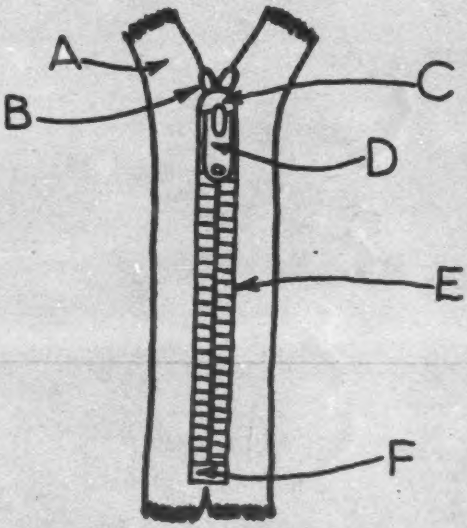
POST-TEST

Purpose: The purpose of this test is to determine the extent to which your knowledge of lapped zipper application has improved since you took the pre-test.

Directions:
1. Read the specific directions carefully.
2. Write your answers on a sheet of 8" by 11" notebook paper.
3. When you have completed the post-test, take the test to your teacher and have her correct it.
4. Discuss the results with your teacher.

Identify the PARTS of a ZIPPER which are shown in the drawing at the right by writing the correct LETTER next to the corresponding number of the ITEM on your answer sheet.

ITEMS
______ 1. Bottom Stop
______ 2. Coil or Teeth
______ 3. Slider
______ 4. Tab
______ 5. Tape
______ 6. Top Stop



605 - 81a

Complete the following statements with one or more words. Place the answers on the corresponding blanks on your answer sheet. The short blank in the statement tells you where your word or words fit into the statement.

7. The opening for the skirt zipper is __________ inch longer than the coil length of the zipper.
8. A __________ machine stitch is used to make the temporary seam for inserting a zipper.
9. The seam allowance for inserting a zipper must be __________ inch wide or a facing will be needed.
10. When machine-stitching the zipper to the garment, always begin at the __________ of the zipper and stitch toward the __________.
11. A __________ is an opening in a garment that makes it easier to put the garment on.
12. All stitching and pressing are done with the __________ of the fabric in the lapped zipper application.

Arrange the following steps in the correct order for applying a lapped zipper. Place a # 1 on the corresponding blank next to the step that states the first step; a # 2 on the corresponding blank next to the second step, etc.

______ 13. With the closed zipper face-up, fold the seam allowance evenly, close to the zipper teeth.
______ 14. Stitch close along the edge of the fold.
______ 15. Open zipper, place it face-down on right-hand seam allowance and machine-baste.
______ 16. Close the placket with machine-basting on the seam line.
______ 17. Press seam open.
______ 18. Close zipper. Turn the zipper face-up.
______ 19. Stitch across the bottom, up the center, through zipper tape, seam allowance, and garment.
______ 20. With the garment spread out flat, turn the closed zipper face-down and pin.

605 - 82a

21.-23. Jane is going to make an A-line skirt out of medium blue cotton. She wears a Misses 10 pattern. To buy a suitable zipper, what three things does she have to tell the saleslady in order to get the right kind of zipper?

ANSWER KEY

1. F
2. E
3. C
4. D
5. A
6. B

7. 7/8
8. long
9. 5/8
10. bottom, top
11. placket
12. grain

13. # 5
14. # 6
15. # 3
16. # 1
17. # 2
18. # 4
19. # 8
20. # 7

21. medium blue
22. 7-inch
23. skirt-type zipper

EVALUATION RATING SCALE FOR LAPPED ZIPPER

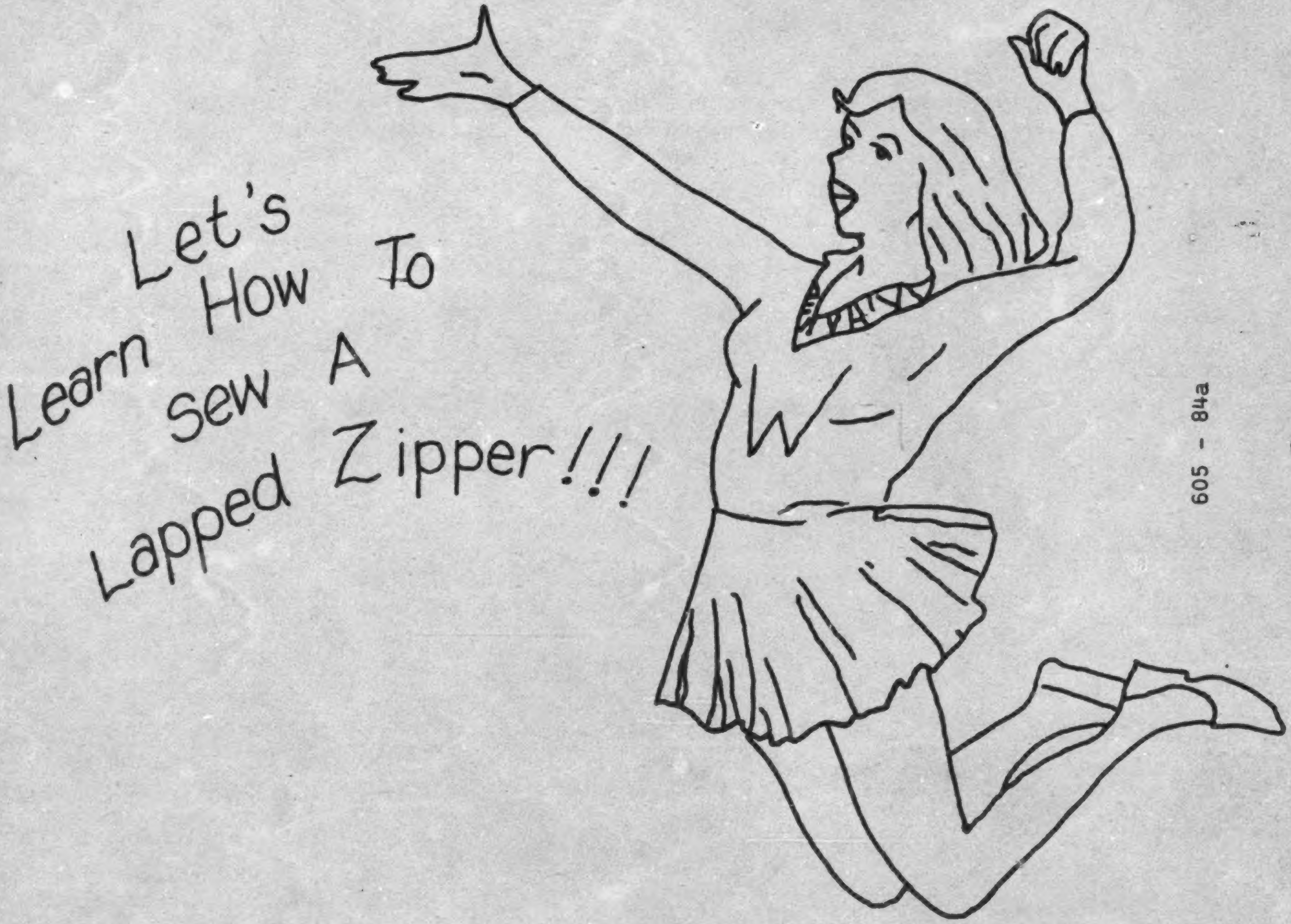
In evaluating your lapped zipper application, rate the characteristics listed below according to this scale: 1- poor, 2 - fair, 3 - average, 4 - good, 5 - excellent.

Zipper is very wrinkled; lap is uneven; machine stitching is not straight; zipper only partially covered.	Zipper is somewhat wrinkled; lap is somewhat even; machine stitching is not entirely straight; zipper is not completely covered.	Zipper is not wrinkled; lap is even; machine stitching is straight; zipper is completely covered.	1 2 3 4 5

Rating = __________

605 - 83a

THIS SECTION FOR STUDENT USE


Let's
Learn How To
Sew A
Lapped Zipper!!!

605 - 84a

INTRODUCTION

We take for granted the many little conveniences we enjoy today. Can you imagine a world without zippers? A zipper placket is a skill used in constructing a skirt. When a zipper is applied correctly, the appearance and fit of the garment are improved.

The study materials are planned to help you understand how to apply a lapped zipper. After completing the study materials, you will do a lapped zipper application.

BEFORE YOU BEGIN THIS SDLP, OBTAIN A COPY OF THE PRE-TEST FROM YOUR TEACHER AND COMPLETE.

Performance Objectives:

Upon completing the learning experiences you should be able to successfully accomplish the following objectives:

1. Given reference materials, the student will be able to define six sewing terms used in lapped zipper application.

2. Student will be able to select the right kind of zipper for a garment by listing three requirements.

3. The student will be able to identify the parts of a zipper with 100% accuracy from a drawing of the zipper.

4. The student will be able to prepare the sewing machine for the sewing of a zipper by attaching a zipper foot and changing the stitch regulator from regular stitches to basting stitches.

5. The student will be able to summarize the basic points to follow, by listing on a sheet of paper before beginning the actual zipper application.

6. Given two pieces of fabric 10-inches by 5-inches, the student will be able to prepare a seam for a 7-inch zipper.

7. Using the two pieces of fabric 10-inches by 5-inches, the student will be able to prepare a lapped zipper application, with a rating of somewhere between 3 and 5, average to excellent.

605 - 85a

LESSON I

Concepts:

1. Understanding sewing terms
2. Selecting a zipper
3. Parts of a zipper
4. Using the sewing machine

Objectives:

The learner will be able to:

1. gain information about sewing terms in zipper application.
2. describe the right kind of zipper to choose for a garment.
3. identify the parts of a zipper.
4. practice the use of the zipper foot and the stitch regulator.

Introduction:

Inserting a zipper can be easy if you have some basic knowledge of sewing terms, the zipper, and the sewing machine.

Instructions:

Materials Needed:
- * Leaflet: "Sew in Your Zipper 1-2-3!", Coats & Clark.
- Pamphlet: "School for Zippers", Coats & Clark.
- * Sewing Book: "Let Yourself Sew", Simplicity Pattern Co., pp. 71-72.
- * Textbook: Clothes: Part of Your World, Vanderhoff, pp. 160, 178, 186-189.
- * Textbook: How You Look and Dress, Carson, p. 293, p. 243.
- * Textbook: Steps in Clothing Skills, Dunn, Bailey, Vansickle, pp. 425-433, 519.

* Required

Learning Activities:

1. Read the * required materials above.
2. Write definitions in your own words for the following terms:
   - a. basting
   - b. facing
   - c. grain
   - d. placket
   - e. seam allowance
   - f. seam line
3. View 8 mm. film-loop,"Lapped Application of a Zipper", J.C. Penney, Inc.
4. List the three things to look for in buying a zipper.
5. Draw a sketch of a zipper and label the parts.
6. Using the sewing machine, replace the presser foot with a zipper foot.
7. Adjust the stitch regulator to the longest stitch.

LESSON II

Concepts:

1. Important points to remember
2. Preparation of placket seam
3. Stitching steps

605 - 86a

Objectives:

The learner will be able to:

1. apply her knowledge of zipper application gained through the study just completed.
2. apply a lapped zipper, following the step-by-step directions.

Instructions:

Materials Needed:
- Fabric -- two pieces 10-inches by 5-inches
- Zipper - 7-inch skirt-type
- Thread
- 8 mm. film loop,"Lapped Application of a Zipper"
- Exhibits of lapped zipper application (Make own exhibits)
- Drawings of lapped zipper application
- Step-by-step directions
- Evaluation rating scale

Learning Activities:

1. Summarize the general rules to follow before beginning the application of a lapped zipper, by listing on a sheet of paper. Check with your teacher.
2. View 8 mm. film loop.
3. Using two pieces of fabric 10-inches by 5-inches, prepare seam for application of a 7-inch zipper.

LESSON II, continued

Learning Activities: (continued)

4. Apply lapped zipper, following directions, one step at a time. Be sure to refer to the drawings and exhibits of the steps as you proceed.
5. When you have completed the zipper application, use the evaluation rating scale to score your zipper application.
6. Have your teacher score your zipper.
7. Obtain post-test from your teacher and complete.

LAPPED ZIPPER APPLICATION
Step-by-Step

The opening (placket) for a skirt zipper should be the length of the zipper, not including the tape, plus 7/8 inch. A dress placket is usually the length of the zipper, plus 1 1/8 inches.

Before pinning or sewing any part of the zipper, be sure the TOP of the zipper and the TOP of the garment are TOWARD you. Be sure the BOTTOM of the zipper and the BOTTOM of the garment are AWAY from you. This will insure sewing the zipper on the correct seam allowance as you follow the steps.

1. Sew the placket seam on the seam line up to the opening for the zipper and backstitch. Close the placket with machine-basting on the seam line. (If the width of the seam allowance is less than 5/8 inch, a facing will be needed). Press seam open. Press with the grain. Refer to Drawing 1 and Exhibit 1.

2. Attach zipper foot. Adjust to right side of needle.

3. Open zipper. Place it, face-down, on the right-hand seam allowance with bottom stop at lower end of basting. Pin the zipper tape onto the seam allowance only, with the teeth or coil right at the basted seam line, not on the seam line.

4. Starting at the bottom, machine-baste the zipper to the seam allowance only. Refer to Drawing 2 and Exhibit 2.

5. Close the zipper. Turn the zipper face-up. Fold the seam allowance evenly, close to the zipper teeth and pin. This makes a narrow fold in the seam allowance along the zipper. Refer to Drawing 3 and Exhibit 3.

6. Adjust the zipper foot to the left side of the needle. Adjust the stitch regulator to regulation stitching. Starting at the bottom of the zipper, stitch along the edge of the fold. Stitch to the top end of the fold. In this step, only the seam allowance is stitched to the tape. Refer to Drawing 3 and Exhibit 3.

7. With the garment spread out flat, turn the zipper face-down over the free seam allowance (left seam allowance). See Drawing 4 and Exhibit 4.

   Look at the bottom end of the placket. You should see a pleat which forms at the end of the fold you stitched in step 6. A pleat should also form at the top of the zipper.

8. With the garment lying flat and the zipper face-down, pin the loose side of the tape to the left-hand seam allowance and the garment. Be sure there is a pleat on the bottom and top. Refer to Drawing 4 and Exhibit 4.

   For a flatter placket and easier stitching, turn the zipper tab up during the stitching procedure.

9. Your last line of stitching sews the zipper across the bottom and up the left side. You are sewing through the zipper tape, the seam allowance, and the garment.

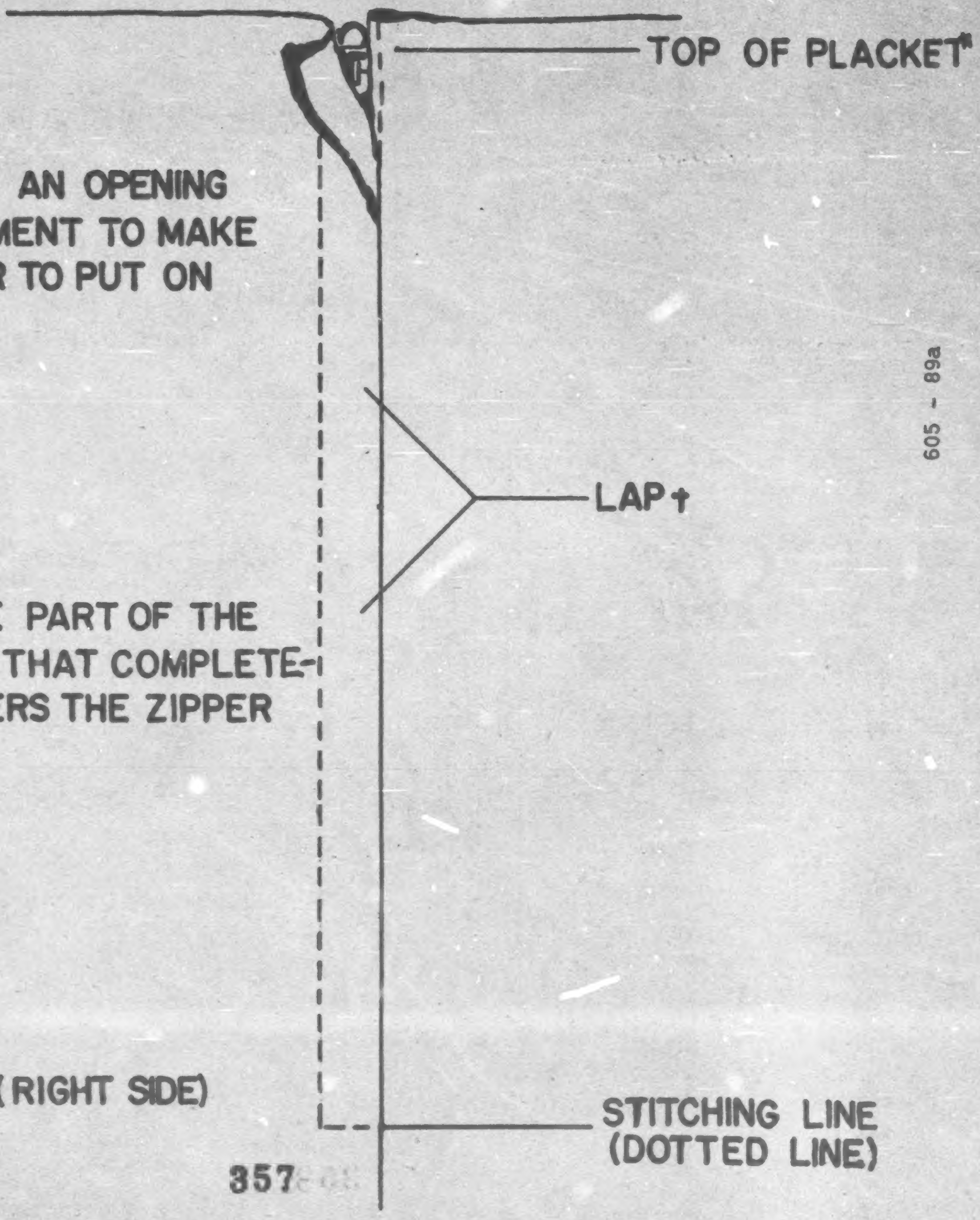
   Begin stitching at the basting line. Stitch across the bottom to the center, turn and stitch to the top of the tape. Fasten your stitching by tying threads on the inside.

10. To open the placket seam, you must remove the machine-basting from the seam line. With the top of the zipper toward you, lift the right side of the zipper tape. Under the tape you will see the basting that holds the seam line. Cut the long stitches in several places. Pull out basting.

11. Press.

12. Drawing 5 shows what the lapped zipper looks like when completed.

LAPPED PLACKET* ZIPPER APPLICATION

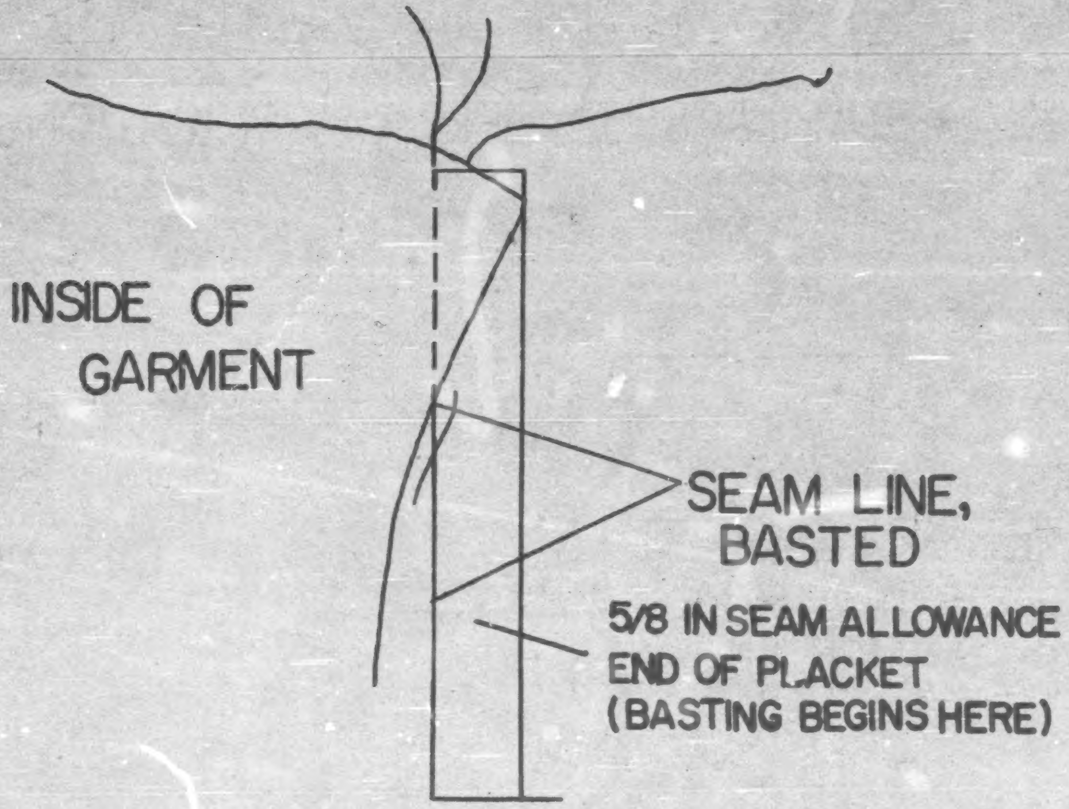

TOP OF PLACKET*
LAP†
(RIGHT SIDE)
STITCHING LINE (DOTTED LINE)

*PLACKET: AN OPENING IN A GARMENT TO MAKE IT EASIER TO PUT ON

†LAP: THE PART OF THE GARMENT THAT COMPLETELY COVERS THE ZIPPER

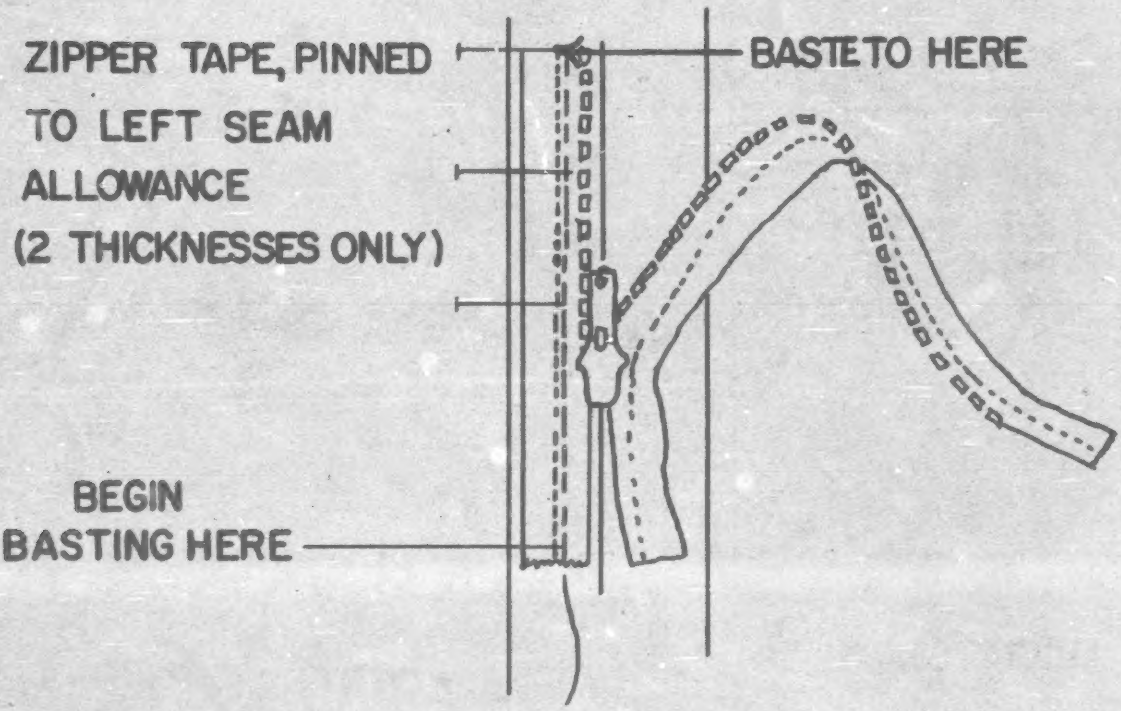
605 - 89a

DRAWING 1

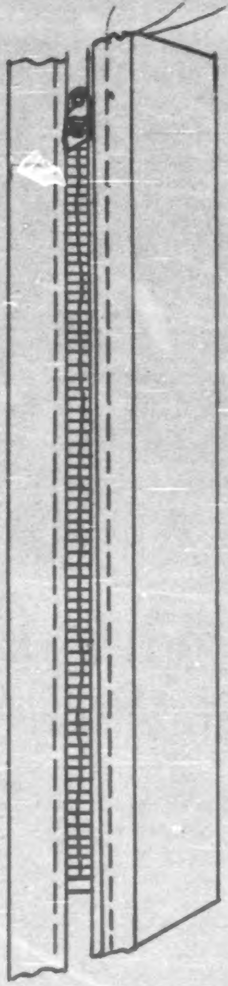

INSIDE OF GARMENT
SEAM LINE, BASTED
5/8 IN SEAM ALLOWANCE
END OF PLACKET
(BASTING BEGINS HERE)

605 - 90a

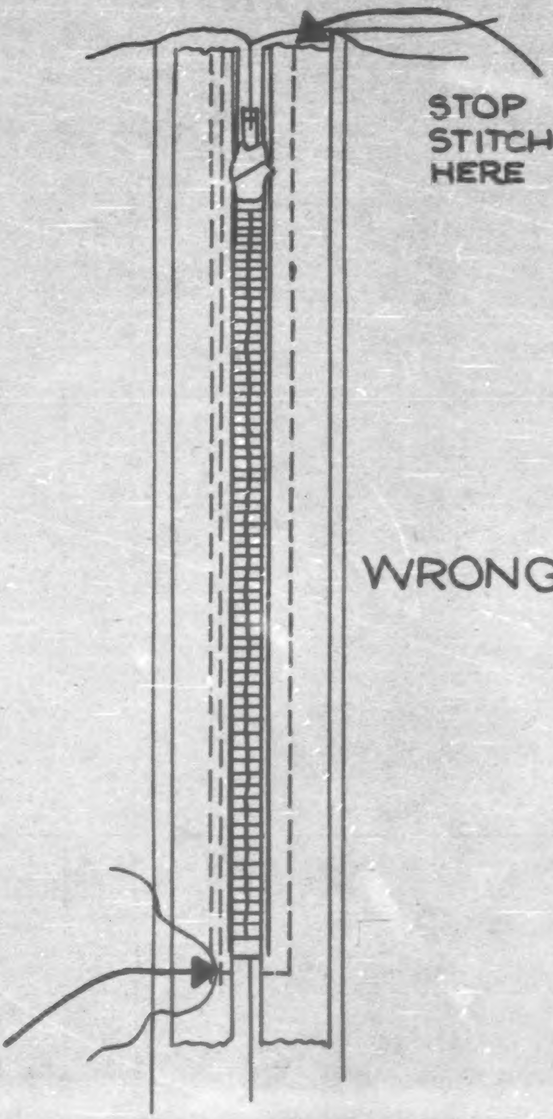
DRAWING 2


ZIPPER TAPE, PINNED TO LEFT SEAM ALLOWANCE (2 THICKNESSES ONLY)
BASTE TO HERE
BEGIN BASTING HERE

DRAWING 3



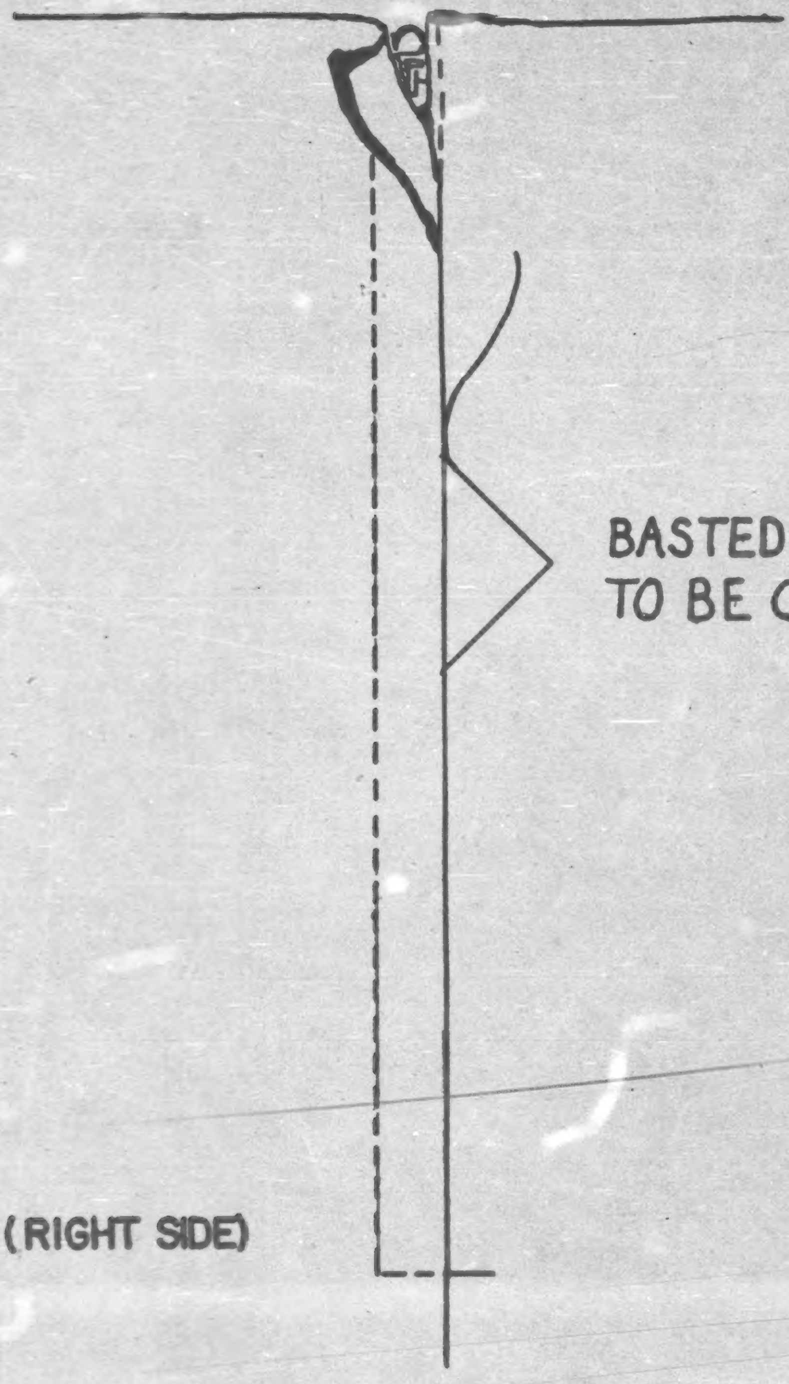
DRAWING 4


STOP STITCHING HERE
START STITCHING HERE

WRONG SIDE

605 - 91a

DRAWING 5


BASTED SEAM
TO BE OPENED
(RIGHT SIDE)

605 - 92a

III. Techniques of clothing construction
B. Techniques used in the construction of a sleeveless, collarless garment
9. Techniques of hemming

EVALUATION RATING SCALE FOR HEM

Rate each characteristic by circling the number that best describes your work.
Scale: 1 - poor, 2 - fair, 3 - average, 4 - good, 5 - excellent.

Uneven width	Even width	1 2 3 4 5
Fullness poorly eased	Fullness evenly distributed	1 2 3 4 5
Edge poorly or incorrectly finished	Edge neatly and correctly finished	1 2 3 4 5
Hand stitches uneven or visible on right side	Hand stitches evenly spaced and invisible on right side	1 2 3 4 5
Used double thread	Used single thread	1 2 3 4 5
Not pressed	Pressed flat and neat	1 2 3 4 5

Rating = ________

III. Techniques of clothing construction
C. Effect of techniques on completed garment

605 - 93a

GARMENT RATING SCALE

Each of the following areas can be rated on a scale of 1-5. 1 is the lowest rating; 3 is average; 5 is the highest.

FABRIC:		
	Plain or all-over print	1 2 3 4 5
	Cotton or cotton/blend	1 2 3 4 5
	Suitable for pattern	1 2 3 4 5
SEAMS:		
	5/8", stitched evenly	1 2 3 4 5
	Pressed open flat or in correct direction	1 2 3 4 5
	Edge finished neatly and correctly for fabric	1 2 3 4 5
DARTS:		
	Even and correct length	1 2 3 4 5
	Tapered evenly to end	1 2 3 4 5
	Tied in knot at point	1 2 3 4 5
	Pressed in correct direction	1 2 3 4 5
FACINGS:		
	Even width	1 2 3 4 5
	Edge finished correctly and neatly for fabric	1 2 3 4 5
	Seams graded and clipped	1 2 3 4 5
	Understitched 1/16" from seam	1 2 3 4 5
	Tacked neatly at seams	1 2 3 4 5

GARMENT RATING SCALE, continued

GATHERS and PLEATS:	
Evenly spaced	1 2 3 4 5
Seam correctly joined	1 2 3 4 5
Pressed correctly	1 2 3 4 5
ZIPPER:	
Evenly stitched lap	1 2 3 4 5
Lies flat	1 2 3 4 5
Tab and zipper covered correctly	1 2 3 4 5
Appropriate fastener used at top	1 2 3 4 5
WAISTLINE FINISH:	
Band even	1 2 3 4 5
Band correctly and neatly sewed	1 2 3 4 5
Elastic correctly applied	1 2 3 4 5
HEM:	
Even and correct width	1 2 3 4 5
Fullness eased in neatly	1 2 3 4 5
Top edge finished correctly; neatly for fabric	1 2 3 4 5
Hand stitches evenly spaced with single thread	1 2 3 4 5
Hand stitches "invisible" on outside	1 2 3 4 5
Pressed flat	1 2 3 4 5
MISCELLANEOUS:	
Pockets - well placed; smooth and evenly stitched	1 2 3 4 5
Belts or ties - evenly stitched	1 2 3 4 5
Straps - evenly stitched	1 2 3 4 5
Trim - correctly placed; evenly stitched	1 2 3 4 5
Buttonholes - neat and even; correctly placed	1 2 3 4 5
Fasteners - placed correctly; stitched neatly and correctly; appropriate type used	
Buttons	1 2 3 4 5
Snaps	1 2 3 4 5
Hooks and eyes	1 2 3 4 5
Other	1 2 3 4 5
APPEARANCE:	
Fits well - neither too tight or loose	1 2 3 4 5
Even length	1 2 3 4 5
Threads and fringe trimmed on inside	1 2 3 4 5
Pressed neatly	1 2 3 4 5
TIME MANAGEMENT:	
Used class time wisely	1 2 3 4 5
Had all necessary materials and equipment	1 2 3 4 5

605 - 94a

Rating = ________

COMMENTS:

Title: READY - SET - SEW - BINGO ACADEMIC GAME

Subject: CLOTHING

Performance Level: Beginning and Intermediate

Purpose: To be used as a review at the end of a clothing construction unit at the beginning level, or at the end of a clothing construction unit at the intermediate level.

Producer: Verle Krienke
Wilson Junior High
Appleton, Wisconsin 54911

Consultant: Fern M. Horn, Professor
University of Wisconsin
Stevens Point, Wisconsin

Date Produced and Field Tested: April, 1972

TO THE TEACHER

Unifying Area: HUMAN GROWTH and DEVELOPMENT (Wisconsin Home Economics Conceptual Structure and Planning Guide)

Level: Beginning Level

Major Concept: Relationship of environmental factors to growth and development of individuals

Major Objective: Applies knowledge of environmental factors to growth and development of self.

Generalization: The physical COMFORT of CLOTHING is influenced by FABRIC, FINISH, CONSTRUCTION, and STYLE, and the SUITABILITY of these factors for various activities.

Level: Intermediate Level

Major Concept: Influence of the environment on adolescent growth and development

Major Objective: Analyzes influence of environment on adolescent growth and development.

Generalization: CLOTHING NEEDS of an individual are related to GROWTH and DEVELOPMENT.

Supporting Concepts:
1. Selecting sewing tools and small equipment
2. Using the sewing machine
3. Using the printed pattern
4. Understanding sewing terms
5. Understanding construction techniques or processes

605 - 95a

Supporting Objectives:

1. Given an oral description or definition of a sewing tool or small equipment, the student will be able to recognize or identify the tool or equipment by placing a marker over the corresponding square on her BINGO card, when the word(s) appears on her card.

2. Given an oral description or principle regarding the use of the sewing machine, the student will be able to identify, interpret, predict the effect of, or apply the principle of the use of the sewing machine by placing a marker over the corresponding square on her BINGO card, when the word(s) appears on her card.

3. Given an oral definition, description, or principle regarding the use of a printed pattern, the student will be able to recognize or identify, interpret, or comprehend the use of the printed pattern by placing a marker over the corresponding square on her BINGO card, when the word(s) appears on her card.

4. Given an oral definition, description, process or principle of a sewing term, the student will be able to recognize or identify, interpret, or apply the principle of the sewing term by placing a marker over the corresponding square on her BINGO card, when the word(s) appears on her card.

5. Given an oral statement about a sewing technique, the student will be able to recognize or identify, comprehend or relate the effect of the sewing technique by placing a marker over the corresponding square on her BINGO card, when the word(s) appears on her card.

Supporting Generalizations:

1. Sewing results are affected by the choice and use of sewing tools and small equipment.

2. The ability to use the sewing machine is one of the first steps in developing and improving sewing skill.

3. There are many attractive garments that can be made when one knows how to use a pattern.

4. Knowing the meaning of certain sewing terms will make it easier to follow the directions for construction of a garment.

5. Skill in sewing depends on the ability to use many different sewing techniques well.

TEACHER MANUAL

Purpose of the Game: The game may be played at the end of a clothing construction unit in the eighth grade or at the beginning of a clothing construction unit in the ninth grade. In both cases, the game would be used for review.

Number of Players: Two to thirty.

Length of Playing Time: The game should end when the teacher feels that the class has had adequate review. This would depend upon the class, but thirty to forty minutes should be adequate.

Teacher's Role: Caller

Procedural Outline:

Materials Needed:

1. Bingo cards for each student, with five categories and five rows for each category--see attached master copy.
2. Statement cards--fifty (ten for each category). See attached master copy.
3. Markers--one-half inch squares of colored cardboard.

Basic Rules for Playing the Game:

1. With students seated at tables or desks, pass markers and the bingo cards out so that each student has a card and twenty-five markers.
2. The caller should mix the statement cards and place them face-down in front of her.
3. When all students have a card and markers, begin the game.
4. The caller will take the top statement card, turn it over and read the category--S--K--I--R--T, before reading the statement.
5. DO NOT READ THE REPLY TO THE STUDENTS.
6. As each card is read, it should be placed face-up near the caller, in separate columns for each category.
7. When a student has covered all of the squares in any row across, up and down or diagonally from corner to corner, the student will call out BINGO.
8. The other students should be told to leave their cards as they are until the first "Bingo" card has been checked.
9. Have the student who called "Bingo" bring her card up to be checked by the caller.

10. The caller will check to see if the squares covered match the statements read and that the correct squares have been covered to complete a row across, down, or from corner to corner.

11. If the first "Bingo" card is correct, another game may be played, with the student who had the first "Bingo" now taking the role of caller.

12. If the card was not completed correctly, then the game should proceed from the point where it was, when the student called "Bingo".

13. The game should end when the teacher feels that the class has had adequate review or when time runs out, or when the attention span seems to be decreasing.

Preparation of Class for Playing of Game:

The students at the beginning level should be told to review the day before the game is to be played.

Casting Roles: None

Class Briefing:

1. State the purpose and objectives of the game.

2. Explain that each category represents one of the supporting concepts.

3. Prepare a transparency so that the first move can be demonstrated to the class on the overhead projector. Sample Bingo card for transparency follows.

605 - 98a

READY —— SET —— SEW —— BINGO

S	K	I	R	T
SHARPS	SLIDE PLATE	WITH NAP	EASING	PLACKET
SHEARS	STITCH REGULATOR	NOTCHES	JOIN	UNDER-STITCHING
THREAD	THREAD GUIDES	SEAM ALLOWANCE	REINFORCE	SEAM
TRACING WHEEL	THREAD TENSION	STRAIGHT OF GRAIN	SLASH	BASTING
TAILOR'S CHALK	THROAT PLATE	SEAMLINE	TRIM	UNIT CONSTRUCTION

605 - 99a

CATEGORY I: Where a seam is stitched.
REPLY: Seamline

CATEGORY T: Line of stitching which joins garment pieces.
REPLY: Seam

STUDENT SECTION

Instructions for playing Ready-Set-Sew-Bingo:

1. The CALLER will give the category--S--K--I--R--T, then read a statement.

2. The PLAYER will check the category called on her BINGO card, to see if she has the correct reply to the statement which was read.

3. If she has the correct reply, she will cover the square with a marker.

4. When a PLAYER has all the squares covered in any row across, or column down, or diagonally, from corner to corner, she will call out, "BINGO".

5. All of the other players will leave their markers on their BINGO card.

6. The student who called BINGO will then take her card up to the CALLER and have the squares checked to see if the squares covered match the statements read by the CALLER.

7. If the card was completed correctly, that PLAYER will become the CALLER for the second game.

8. If the card was not completed correctly, then the game will continue from the point where it was stopped by the PLAYER who called, "BINGO".

605 - 100a

READY - SET - SEW - BINGO

S

S. Used to finish a seam by cutting a zig-zag edge.

R. Pinking shears

READY - SET - SEW - BINGO

S

S. Size No. 50, mercerized.

R. Thread

READY - SET - SEW - BINGO

S

S. A tool with two round handles used for cutting threads.

R. Scissors

READY - SET - SEW - BINGO

S

S. Six-inch ruler.

R. Sewing gauge

READY - SET - SEW - BINGO

S

S. One handle is round and one is large enough for 2 or 3 fingers, used for cutting out your garment.

R. Shears

READY - SET - SEW - BINGO

S

S. Dressmaker's, size 16 or 17.

R. Pins

READY - SET - SEW - BINGO

S

S. Needles with a round eye.

R. Sharps

READY - SET - SEW - BINGO

S

S. A protection for the longest finger which enables you to sew faster and neater.

R. Thimble

READY - SET - SEW - BINGO

S

S. Used with dressmarker's carbon paper for pattern markings.

R. Tracing wheel

READY - SET - SEW - BINGO

S

S. Used for marking--may be purchased in squares or as a pencil.

R. Tailor's chalk

605 - 101a

READY - SET - SEW - BINGO

K

S. Loops form along the surface of the cloth when too loose or missed in threading.

R. Thread tension

READY - SET - SEW - BINGO

K

S. Used to start and to stop the operation of the machine.

R. Hand wheel

READY - SET - SEW - BINGO

K

S. Holds fabric smooth for stitching.

R. Presser foot

READY - SET - SEW - BINGO

K

S. Used to select the length of the stitches.

R. Stitch regulator

READY - SET - SEW - BINGO

K

S. Should be at its highest point when starting and ending stitching.

R. Take-up lever

READY - SET - SEW - BINGO

K

S. Covers the parts of the machine where the stitches are formed.

R. Throat plate

READY - SET - SEW - BINGO

K

S. Moves fabric under the needle as each stitch is made.

R. Feed dog

READY - SET - SEW - BINGO

K

S. Metal hooks through which the thread must pass on the way to the needle.

R. Thread guides

READY - SET - SEW - BINGO

K

S. Holds a second set of thread which interlocks with the thread from the spool.

R. Bobbin

READY - SET - SEW - BINGO

K

S. Covers the bobbin and bobbin case.

R. Slide plate

READY - SET - SEW - BINGO

I

S. The narrow, woven lengthwise edge of a woven fabric.

R. Selvage

READY - SET - SEW - BINGO

I

S. A definite up and down direction or one-way design.

R. With nap

READY - SET - SEW - BINGO

I

S. Where a pattern piece is lengthened or shortened without changing the lines of the pattern.

R. Alteration line

READY - SET - SEW - BINGO

I

S. Area between the cutting line and the seam line.

R. Seam allowance

READY - SET - SEW - BINGO

I

S. Markings that show which way to cut, sew and press.

R. Directional arrows

READY - SET - SEW - BINGO

I

S. Where a seam is stitched.

R. Seamline

605 - 103a

READY - SET - SEW - BINGO

I

S. Tells you what, how, when and where to sew.

R. Guide sheet

READY - SET - SEW - BINGO

I

S. Used in placing pattern pieces exactly parallel to the selvage.

R. Straight of grain

READY - SET - SEW - BINGO

I

S. Tissue paper around the outside of the pattern.

R. Margin

READY - SET - SEW - BINGO

I

S. V-shaped markings which help to put the garment together correctly.

R. Notches

READY - SET - SEW - BINGO

R

S. To cut into the seam allowance.

R. Clip

READY - SET - SEW - BINGO

R

S. To put together by pinning, then stitching.

R. Join

READY - SET - SEW - BINGO

R

S. Any direction away from the lengthwise or crosswise grain.

R. Bias

READY - SET - SEW - BINGO

R

S. To cut away extra fabric.

R. Trim

READY - SET - SEW - BINGO

R

S. Stitching to fasten threads at the beginning and end of a line of stitching.

R. Backstitch

READY - SET - SEW - BINGO

R

S. To bring notches, or other markings on two pattern pieces together.

R. Match

605 - 104a

READY - SET - SEW - BINGO

R

S. Trimming seams to different widths.

R. Grade

READY - SET - SEW - BINGO

R

S. Make the garment stronger in places where there is extra strain.

R. Reinforce

READY - SET - SEW - BINGO

R

S. Used to match two seams of different lengths.

R. Easing

READY - SET - SEW - BINGO

R

S. Sometimes done on darts so they can be pressed open like a seam.

R. Slash

READY - SET - SEW - BINGO

T

S. Stitching along curved edges to prevent stretching.

R. Staystitching

READY - SET - SEW - BINGO

T

S. Completing all stitching and pressing on one section of a garment before starting another.

R. Unit construction

READY - SET - SEW - BINGO

T

S. A piece of fabric that finishes an edge.

R. Facing

READY - SET - SEW - BINGO

T

S. Fullness in a garment made by pulling up two or more rows of stitching.

R. Gathering

READY - SET - SEW - BINGO

T

S. Prevents seam edges from raveling.

R. Seam finish

READY - SET - SEW - BINGO

T

S. Line of stitching which joins garment pieces.

R. Seam

READY - SET - SEW - BINGO

T

S. Give shape to the garment for better fit.

R. Darts

READY - SET - SEW - BINGO

T

S. A temporary stitch needed for marking the centers of a garment.

R. Basting

READY - SET - SEW - BINGO

T

S. An opening which makes the garment easier to put on or take off.

R. Placket

READY - SET - SEW - BINGO

T

S. Keeps the facing from rolling to the outside of the garment.

R. Understitching

605 - 105a

1

READY - SET - SEW - BINGO

S	K	I	R	T
Pins	Bobbin	Alteration Line	Clip	Stay Stitching
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sharps	Slide Plate	With Nap	Easing	Placket
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thread	Thread Guide	Seam Allowance	Reinforce	Seam

2

READY - SET - SEW - BINGO

S	K	I	R	T
Pins	Bobbin	Alteration Line	Clip	Stay stitching
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Sharps	Slide Plate	With Nap	Easing	Placket

3

READY - SET - SEW - BINGO

S	K	I	R	T
Pins	Feed Dog	Alteration Line	Back Stitch	Stay Stitching
Pinking Shears	Hand Wheel	Directional Arrows	Bias	Facing
Scissors	Thread Guide	Guide Sheet	Facing	Seam Finish
Thimble	Slide Plate	Selvage	Match	Gather
Sharps	Stitch Regulator	With Nap	Join	Placket

4

READY - SET - SEW - BINGO

S	K	I	R	T
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Thimble	Take-up Lever	Selvage	Match	Gathering
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Pins	Bobbin	Alteration Line	Clip	Stay Stitching

605 - 106a

5

READY - SET - SEW - BINGO

S	K	I	R	T
Pinking Shears	Hand Wheel	Directional Arrows	Bias	Facing
Scissors	Thread Guide	Guide Sheet	Easing	Seam Finish
Thimble	Slide Plate	Selvages	Match	Gathering
Sharps	Stitch Regulator	With Nap	Join	Placket
Tracing Wheel	Take-up Lever	Straight of Grain	Slash	Basting

6

READY - SET - SEW - BINGO

S	K	I	R	T
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Sharps	Slide Plate	With Nap	Easing	Placket
Shears	Stitch Regulator	Notches	Join	Under Stitching

7

READY - SET - SEW - BINGO

S	K	I	R	T
Scissors	Thread Tension	Guide Sheet	Easing	Seam Finish
Thimble	Slide Plate	Selvage	Match	Gathering
Sharps	Stitch Regulator	With Nap	Join	Placket
Tracing Wheel	Take-up Lever	Straight of Grain	Slash	Basting
Shears	Thread Guide	Notches	Reinforce	Stitching

8

READY - SET - SEW - BINGO

S	K	I	R	T
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sharps	Slide Plate	With Nap	Easing	Placket
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Sewing Gauge	Presser Foot	Margin	Grade	Darts

9

READY - SET - SEW - BINGO

S	K	I	R	T
Pins	Bobbin	Alteration Line	Clip	Stay Stitching
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sharps	Slide Plate	With Nap	Easing	Placket
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Thread	Thread Guide	Seam Allowance	Reinforce	Seam

10

READY - SET - SEW - BINGO

S	K	I	R	T
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thimble	Take-up Lever	Selvage	Match	Gathering
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting

605 - 108a

11

READY - SET - SEW - BINGO

S	K	I	R	T
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Sharps	Slide Plate	With Nap	Easing	Placket
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting

12

READY - SET - SEW - BINGO

S	K	I	R	T
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Thimble	Take-up Lever	Selvage	Match	Gathering
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction

13

READY - SET - SEW - BINGO

S	K	I	R	T
Sharps	Slide Plate	With Nap	Easing	Placket
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing

14

READY - SET - SEW - BINGO

S	K	I	R	T
Sharps	Stitch Regulator	With Nap	Join	Placket
Tracing Wheel	Take-up Lever	Straight of Grain	Slash	Basting
Shears	Thread Guide	Notches	Reinforce	Under Stitching
Thread	Presser Foot	Seam Allowance	Grade	Seam
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction

605 - 109a

15

READY - SET - SEW - BINGO

S	K	I	R	T
Sharps	Slide Plate	With Nap	Easing	Placket
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction

16

READY - SET - SEW - BINGO

S	K	I	R	T
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Thimble	Take-up Lever	Selvage	Match	Gathering

17

READY - SET - SEW - BINGO

S	K	I	R	T
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Thimble	Take-up Lever	Selvage	Match	Gathering

18

READY - SET - SEW - BINGO

S	K	I	R	T
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Thimble	Take-up Lever	Selvage	Match	Gathering
Pins	Bobbin	Alteration Line	Clip	Stay Stitching
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish

605 - 110a

19

READY - SET - SEW - BINGO

S	K	I	R	T
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Pins	Bobbin	Alteration Line	Clip	Stay Stitching
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sharps	Slide Plate	With Nap	Easing	Placket
Shears	Stitch Regulator	Notches	Join	Under Stitching

20

READY - SET - SEW - BINGO

S	K	I	R	T
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Sewing Gauge	Feed Dog	Margin	Clip	Darts
Pins	Hand Wheel	Alteration Line	Back Stitch	Stay Stitching
Pinking Shears	Thread Guide	Directional Arrows	Bias	Facing
Scissors	Bobbin	Guide Sheet	Easing	Seam Finish

21

READY - SET - SEW - BINGO

S	K	I	R	T
Thimble	Slide Plate	Selvage	Match	Gathering
Sharps	Stitch Regulator	With Nap	Join	Darts
Tracing Wheel	Take-up Lever	Straight of Grain	Slash	Basting
Shears	Thread Guide	Notches	Reinforce	Under Stitching
Thread	Presser Foot	Seam Allowance	Grade	Seam

22

READY - SET - SEW - BINGO

S	K	I	R	T
Thimble	Take-up Lever	Selvage	Match	Gathering
Pins	Bobbin	Alteration Line	Clip	Stay Stitching
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sewing Gauge	Presser Foot	Margin	Grade	Darts

605 - 111a

23

READY - SET - SEW - BINGO

S	K	I	R	T
Thimble	Take-up Lever	Selvage	Match	Gathering
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Pins	Bobbin	Alteration Line	Clip	Stay Stitching
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish

24

READY - SET - SEW - BINGO

S	K	I	R	T
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing
Thimble	Take-up Lever	Selvage	Match	Gathering
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting

25

READY - SET - SEW - BINGO

S	K	I	R	T
Thread	Presser Foot	Seam Allowance	Grade	Seam
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Sewing Gauge	Bobbin	Margin	Clip	Darts
Pins	Feed Dog	Alteration Line	Back Stitch	Stay Stitching
Pinking Shears	Hand Wheel	Directional Arrows	Bias	Facing

26

READY - SET - SEW - BINGO

S	K	I	R	T
Thread	Thread Guide	Seam Allowance	Reinforce	Seam
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Thimble	Take-up Lever	Selvage	Match	Gathering
Pins	Bobbin	Alteration Line	Clip	Stay Stitching

27

READY - SET - SEW - BINGO

S	K	I	R	T
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Thimble	Take-up Lever	Selvage	Match	Gathering
Pins	Bobbin	Alteration Line	Clip	Stay Stitching
Pinking Shears	Feed Dog	Directional Arrows	Bias	Facing

28

READY - SET - SEW - BINGO

S	K	I	R	T
Tracing Wheel	Thread Tension	Straight of Grain	Slash	Basting
Tailor's Chalk	Throat Plate	Seam Line	Trim	Unit Construction
Pins	Bobbin	Alteration Line	Clip	Stay Stitching
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sharps	Slide Plate	With Nap	Easing	Placket

605 - 112a

READY - SET - SEW - BINGO

S	K	I	R	T
Scissors	Hand Wheel	Guide Sheet	Back Stitch	Seam Finish
Sewing Gauge	Presser Foot	Margin	Grade	Darts
Sharps	Slide Plate	With Nap	Easing	Placket
Shears	Stitch Regulator	Notches	Join	Under Stitching
Thread	Thread Guide	Seam Allowance	Reinforce	Seam

READY - SET - SEW - BINGO

S	K	I	R	T
Sewing Gauge	Bobbin	Margin	Clip	Darts
Pins	Feed Dog	Alteration Line	Back Stitch	Stay Stitching
Pinking Shears	Hand Wheel	Directional Arrows	Bias	Facing
Scissors	Thread Guide	Guide Sheet	Easing	Seam Finish
Thimble	Slide Plate	Selvage	Match	Gathering

III. Techniques of clothing construction
C. Effect of techniques on completed garment

CLOTHING - UNIT TEST

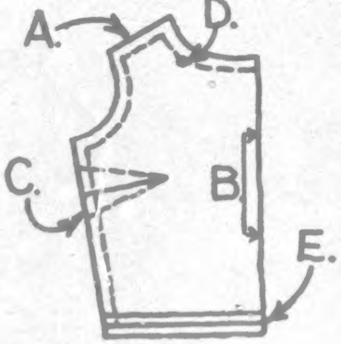
Name ______________________ Total Points (60) _____ Number Correct _____ Grade ______

Circle the T if the statement is true; F, if the statement is false.

T F 1. Staystitching, as well as most basting, is removed after the seams are machine stitched.
T F 2. When all pieces of your garment have been cut, unpin the pattern pieces and place them back in the envelope.
T F 3. Press paper patterns before pinning them to the material.
T F 4. The sewing machine needle is usually threaded from the side of the last thread guide.
T F 5. Printed patterns are sized exactly like ready-made clothes.
T F 6. The bulk of the fabric is placed to the right of the sewing machine needle when sewing.
T F 7. When using the sewing machine, the needle is positioned in the fabric before lowering the presser foot.
T F 8. Darts are stitched from the narrow point to the wide end.
T F 9. Body measurements are taken over outer garments.
T F 10. The back views of the garments are shown on the envelope fronts.

605 - 114a

From the diagram at right, match the pattern symbol that best describes its function and write the letter in the blank to the left.



_____ 11. Aids in shortening or lengthening the pattern.
_____ 12. Is an aid in getting the pattern on the straight grain of the fabric.
_____ 13. The line to stitch on.
_____ 14. The line to follow when cutting out the garment.
_____ 15. Gives shape to the garment for better fit.

Match the functions of the sewing machine with the parts.

_____ 16. Controls looseness and tightness of thread.
_____ 17. Holds fabric in place.
_____ 18. Moves fabric.
_____ 19. Takes up slack in thread when stitching.
_____ 20. Adjusts size of stitch.
_____ 21. Used to begin stitching.

A. Feed dog
B. Hand wheel
C. Presser foot
D. Spool pin
E. Stitch regulator
F. Take-up lever
G. Upper tension

CLOTHING - UNIT TEST, continued

Match the terms with their descriptions. Answers may be used more than once.

_____ 22. The final line of stitching done on a facing to keep it from rolling to the outside.
_____ 23. The first stitching done on curved edges of the garment to prevent stretching.
_____ 24. Stitching in which there are 6-8 stitches per inch.
_____ 25. 5/8 of an inch.
_____ 26. Area between cutting line and stitching line.
_____ 27. Type of stitching used to hold parts of garment together temporarily.

A. Basting stitch
B. Seam allowance
C. Standard seam allowance
D. Staystitching
E. Understitching

Match the pieces of equipment with their uses. Answers may be used more than once.

_____ 28. A cutting device used for cloth, with handles of uneven size.
_____ 29. A cutting device used to snip threads, etc., with handles of even size.
_____ 30. Using a gliding motion of the iron.
_____ 31. Using an up-and-down motion of the iron.
_____ 32. Pressing darts and curves.
_____ 33. As important in sewing as actual stitching.

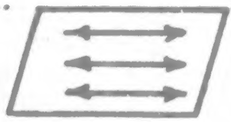
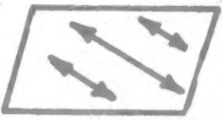
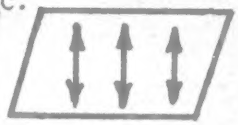
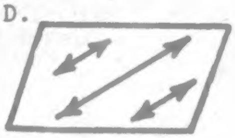
A. Ironing
B. Pressing
C. Tailor's ham
D. Scissors
E. Shears

Circle the letter to the left of the statement which best answers the question.

605 - 115a

34. To make sure your material is thread straight,
    A. lay the material on the table to see if it lies flat.
    B. cut so that it looks straight.
    C. pull a thread and then cut along this thread.
    D. pre-shrink the material.

35. When laying out her fabric with a lengthwise fold, Jane found it was not on grain. Pick the diagram which illustrates the correct direction for pulling the fabric to straighten it.

A.

B.

C.

D.


36. To insure that all her pattern pieces fit on her fabric, Mary will use the layout
    A. in the pattern book.
    B. on the envelope back.
    C. on the envelope front.
    D. on the guide sheet.

37. During the process of pinning her pattern to the fabric, Sue will correctly place the pattern pieces
    A. on one at a time and pin to the fabric.
    B. all on the fabric before the final pinning.
    C. on one at a time and cut one section at a time.
    D. the front sections on and cut them first.

38. To determine whether or not a pattern piece is placed on the fabric straight with the grain, Sue will measure to see if the distance is the same from
    A. both ends of the grainline arrow to the raw edges.
    B. both ends of the grainline arrow to the center front line.
    C. both ends of the grainline arrow to the selvage.
    D. the edges of the pattern piece to the selvage.

39. Donna is cutting out her pattern and has come to a notch. She will cut
    A. out, around the notch.
    B. in, toward the seam allowance.
    C. straight across the notch.
    D. a double notch for all notches.

40. Jane's fabric is light in color. She is ready to mark the construction symbols. What is her best choice of tracing paper?
    A. The darkest color.
    B. The lightest color.
    C. Any color.
    D. A color that shows on the wrong side of the fabric, but not on the outside.

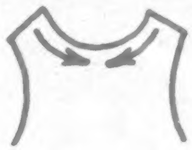
41. Markings made with a tracing wheel are placed on
    A. the wrong side of the fabric.
    B. the right side of the fabric.
    C. either side of the fabric.
    D. both sides of the fabric.

42. Jane is ready to begin staystitching. She will place the stitching
    A. 1/4" from the edge of the fabric.
    B. 1/2" from the edge of the fabric.
    C. 5/8" from the edge of the fabric.
    D. 3/4" from the edge of the fabric.

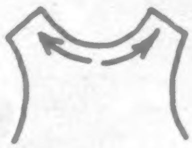
605 - 116a

43. Choose the diagram which illustrates the correct direction for staystitching the neck edge.

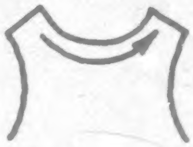
A.



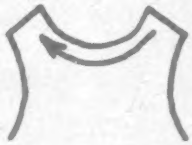
B.



C.



D.



44. Jane will make her dart points lie flat by
    A. backstitching at the point.
    B. machine knotting at the point.
    C. tying a hand knot at the point.
    D. understitching at the point.

45. When Sue presses her horizontal darts, she will press them
    A. down toward the hem.
    B. up toward the armhole.
    C. toward the garment center front or back.
    D. toward the side seams.

46. After completing her seam, Jane discovered that it was on the outside of the garment. Which procedure will she use to sew her other seams correctly?
    A. Place the right sides of the garment pieces together.
    B. Place the wrong sides of the garment pieces together.
    C. Place the inside of the garment pieces together.
    D. Place the right side of one garment piece against the wrong side of the other garment piece.

47. While working on her skirt, Mary noticed her seams were raveling. She will prevent this by
    A. trimming the seam.
    B. clipping the seam.
    C. grading the seam.
    D. making a seam finish.

48. To keep a loosely woven fabric from raveling,
    A. pink the seams.
    B. zig zag the seams.
    C. edge stitch the seams.
    D. staystitch the seams.

49. Mary has attached the zipper foot to her machine. Which of the following correctly explains the position of the zipper foot when using the lapped application, sewing from the bottom to the top of the zipper?
    A. On the right of the needle for the 3 steps.
    B. On the right of the needle for step 1 and the left for steps 2 and 3.
    C. On the left of the needle for the 3 steps.
    D. On the left of the needle for steps 1 and 2, and on the right for step 3.

50. Jane will attach a facing to the neckline of her jumper to
    A. prevent stretching of curved areas.
    B. keep raw edges from raveling.
    C. add body to the garment.
    D. finish the raw edges of the garment.

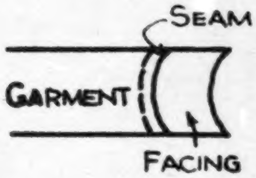
51. To clean finish the facings, turn the raw edge over
    A. 1/4".
    B. 3/8".
    C. 1/2".
    D. 5/8".

52. Mary's next step is to grade her seam allowances. She will
    A. cut perpendicular to the seam.
    B. cut at right angles to the seam.
    C. trim both seam allowances the same.
    D. trim one seam allowance narrower than the other one.

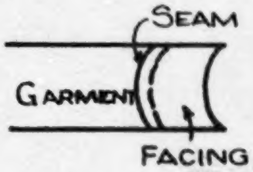
53. If Jane's guide sheet tells her to clip a seam allowance, what will she do?
    A. Cut into the seam allowance several times at right angles.
    B. Cut off part of the seam allowance parallel to the seamline.
    C. Cut into the seam allowance at center front.
    D. Cut v's into the seam allowance.

54. Mary is confused about understitching. Choose the diagram which shows the correct method.

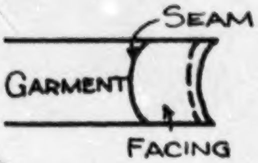
A.



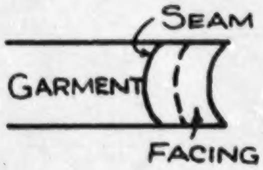
B.



C.



D.



55. To mark Jane's jumper hem evenly, Mary will
   A. fold the hem up.
   B. place pins perpendicular to the floor.
   C. use a ruler.
   D. use a skirt marker.

56. Mary's skirt hem is flared and she is preparing her hem for sewing. She will
   A. eliminate the hem.
   B. make the hem very narrow.
   C. ease the fullness in by gathering in spots.
   D. pleat out the fullness.

57. Which of the following does not describe a well-constructed hem?
   A. Hand stitches are evenly spaced.
   B. Edge is finished by clean finishing or seam tape.
   C. Hem is sewed with double thread.
   D. Stitches are "invisible" on the right side of fabric.

605 - 118a

58.-60. To determine the amount of yardage needed for your garment you must know three things. Name them.

ANSWER KEY

1. F
2. F
3. T
4. T
5. F
6. F
7. T
8. F
9. F
10. F

11. E
12. B
13. D
14. A
15. C

16. G
17. C
18. A
19. F
20. E
21. B

22. E
23. D
24. A
25. C
26. B
27. A

28. E
29. D
30. A
31. B
32. C
33. B

34. C
35. B
36. D
37. B
38. C
39. A
40. D
41. A
42. B
43. A
44. C
45. A
46. A
47. D
48. B
49. B

50. D
51. A
52. D
53. A
54. B
55. D
56. C
57. C

58. Your pattern size.
59. Width of your fabric.
60. View or style chosen.

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605 - 119a

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605 - 120a

EXPLORING YOUR WORLD: CLOTHING AND HOUSING 605	8 1 sem
Open to boys and girls	

EXPLORING YOUR WORLD: HOUSING

This unit is designed to enhance the individual's sense of responsibility for own room. At this stage young people desire privacy and consider their room a private haven. Hobbies and collections are also of interest to them. Included are procedures of caring for own room, use of storage, and development of hobby and collection areas.

Conceptual Structure

EXPLORING YOUR WORLD: HOUSING

I. Procedures of caring for own room
    A. Techniques of housekeeping
    B. Types of daily and weekly room care

II. Principles of using storage
    A. Kinds of storage accessories
    B. Importance of storage arrangement

III. Methods of developing hobby and collection areas

Major Concept I Procedures of caring for own room
Major Objective I Applies the procedures of caring for own room.

Concept A Techniques of housekeeping
Objectives A Applies techniques of housekeeping.
Assumes responsibility in care of own room.

Performance Objectives
The student will
1. list jobs responsible for at home.
2. explain cleaning products available through posters.
3. use a value sheet to rate appearance of room.

Generalization: Use of cleaning products will help facilitate cleaning.

Content	Learning Experiences	Evaluative Experiences
There are several basic factors involved in keeping a room neat and orderly.	View visual of a cluttered room. (Bibliography)	React to visual to get various views and feelings on neatness and room care.
	Discuss the care necessary to maintain a neat room, i.e., dusting, floor care, bedmaking, picking up clothes	List individual responsibilities for room. List mother's responsibilities for room.
A variety of cleaning products are available.	Demonstrate a variety of cleaning products that are available for dusting, polishing, floors, windows, etc.	In small groups, create a poster using ads to illustrate cleaning products available for a specific task. List supplies needed to clean own room.
	Discuss dangers of home prepared products that are used for cleaning.	List any self-prepared cleaning products used in own home.

Content	Learning Experiences	Evaluative Experiences
The appearance of a neat, orderly room affects the attitude of the occupants.	Fill out value sheet on the effects of a messy versus a neat, orderly room. (Appendix)	Discuss the results of the value sheet.

Concept B   Types of daily and weekly room care
Objectives B Applies principles of daily and weekly room care.
              Assumes responsibility for daily and weekly room care.
              Performs tasks for daily and weekly room care.

Performance Objectives
The student will
1. list the daily and weekly responsibilities necessary for room care.
2. summarize cleaning activities on a chart.
3. use chart to record housekeeping chores.

Generalization: A well-cared for room is cleaned regularly.

Content	Learning Experiences	Evaluative Experiences
Daily responsibilities are essential to maintain an orderly room.	View visual on cleaning responsibilities. (Bibliography) Discuss the daily responsibilities necessary for room care.	Compile a list of daily responsibilities necessary for room care.
There are weekly responsibilities essential to room care.	Discuss the weekly activities necessary for room care.	Compile a list of weekly activities necessary for room care.

Content	Learning Experiences	Evaluative Experiences
The amount of care given a room depends upon the individual.	Record the daily and weekly jobs completed at home for one week or time limit of the unit, using chart devised from the compiled lists. (Appendix)	Send a rating chart home to parent to rate the tasks accomplished. (Appendix)

Major Concept II Principles of using storage
Major Objective II Applies principles of using storage.

Concept A Kinds of storage accessories
Objectives A Applies ideas for use of storage accessories.
Constructs storage accessory.

Performance Objectives
The student will
1. identify storage accessories available in own home.
2. give examples of uses of storage accessories.
3. construct a storage accessory.

Generalization: Well planned storage contributes to an orderly room.

Content	Learning Experiences	Evaluative Experiences
Storage accessories are important in maintaining an orderly room.	View examples of storage accessories to become acquainted with various types.	Survey storage accessories available in own home.

Content	Learning Experiences	Evaluative Experiences
Storage accessories have many uses.	Discuss uses of storage accessories, i.e., drawer dividers, padded hangers, garment bags, shoe racks, hanger covers.	Clip pictures of storage accessories.
Use of storage accessories effect the appearance of a room.	Select a project of a storage accessory and plan construction.	Construct a storage accessory that will help keep order in own room.

Concept B Importance of storage arrangement
Objectives B Comprehends importance of storage arrangement.
Acquaints self with importance of storage arrangement.

Performance Objectives
The student will
1. identify the guidelines for efficient storage.
2. survey safe storage practices in own room.

Generalization: Well planned storage arrangements will result in efficient and safe storage.

Content	Learning Experiences	Evaluative Experiences
There are guidelines for storing items efficiently.	Discuss guidelines for efficient storage.	Complete chart for storing items in own room to reinforce understanding. (Appendix)
Safety is a factor to consider in storage arrangements.	Prepare a checklist of safety hazards to avoid when considering storage arrangement.	Check safety of storage in own room against the prepared checklist.

Major Concept III Methods of developing hobby and collection areas
Major Objective III Comprehends methods of developing hobby and collection areas.

Performance Objectives
The student will
1. find pictures of ideas for displaying hobbies and collections.
2. give examples of a display or storage area in your own room.

Generalization: Hobby and collection areas will add individuality to a room.

Content	Learning Experiences	Evaluative Experiences
There is a wide variety of hobbies to explore.	Buzz session to list varieties of hobbies.	Rank hobbies in order of personal preference.
Various methods are used to display hobbies and collections.	Discuss methods of displaying hobbies and collections.	Collect pictures of ideas for displaying hobbies and collections.
Hobbies and collections add a personal touch to a room.	Discuss own hobbies and collections and how they are displayed.	Explain an area of own room that could be used to display or store hobbies and collections.

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

605 - 8b

I. Procedures of caring for own room
   A. Techniques of housekeeping

VALUE SHEET ON HOUSEKEEPING

This is not a test because there are no wrong answers. The correct answer to each statement is your true opinion. Answers that indicate exactly how you feel identify the values of students, for us to use in our classwork. Answer each statement carefully by encircling the choice which expresses your opinion.

1. It is difficult to work efficiently in a cluttered room.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

2. Clutter creates confusion and is discouraging.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

3. A girl should be expected to keep her clothes and belongings picked up better than a boy.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

4. Knowing how to care for my room will be important to me in the future.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

605 - 9b

5. Cleaning the house should be the job of the whole family.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

6. People who insist on cleanliness and neatness all of the time are slightly odd.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

7. No matter how lovely my room might be, how original the accessories, or how it affects my personality, the effect is lost if it is not neat and clean at all times.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

8. I wish I knew some ways to do my cleaning chores faster and easier.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

9. My housekeeping duties will be accomplished whether I have a time schedule or not.
STRONGLY DISAGREE   DISAGREE   UNCERTAIN   AGREE   STRONGLY AGREE

I. Procedures of caring for own room
   B. Types of daily and weekly room care

RECORD OF MY ROOM RESPONSIBILITIES

Record the jobs you assumed each day for keeping your room clean and orderly. Place a plus mark (+) by those you feel you do well.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

605 - 10b

I. Procedures of caring for own room
   B. Types of daily and weekly room care

RATING CHART FOR CARE OF YOUR ROOM

Name ______________________________ Hour ____________

How have I performed my daily responsibilities?

	GOOD	FAIR	POOR
Made my bed?			
Straightened top of my dresser?			
Put away my clothing?			
Straightened my room before leaving it?			

How have I performed my weekly duties?

	GOOD	FAIR	POOR
Changed my bed?			
Straightened dresser drawers?			
Put clothes closet in order?			
Cleaned mirrors?			
Dusted my room?			
Cleaned my floor?			
Cleaned windows, if they didn't sparkle?			

Did I accept my responsibilities without complaint? YES NO

AUTHORIZED SIGNATURE ______________________________

605 - 11b

CHART FOR STORAGE OF ARTICLES IN "STRAIGHTEN OUT THAT ROOM!"

Closet	Chest of Drawers	Bookshelf	Study Desk	Accessory Box

605 - 12b

1. Which articles are used every day?

2. Which could be put in storage space other than in a bedroom?

3. Is there anything which might be thrown away?

Suitcase
Slippers
Slacks
Records
Comb
Hairbrush
Coat
Out of season clothes
Earrings
Magazines
Umbrella
Jewelry
Gloves
Scarves
Sweaters
Ruler
Ruler
Necklace
Barretts
Broken tennis racket
Pencils
Autograph Book
Shoes
Snapshots
Socks
Souvenirs
Pajamas
Belts
Rollers
Hats
Blouses
Underwear
Books

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605 - 14b

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605 - 15b

FOCUS ON TEEN-LIFE: FOODS AND FAMILY 610	9 1 sem
Open to boys and girls	

FOCUS ON TEEN-LIFE: FAMILY

Early and middle adolescent learners possess a wide variety of traits that challenge teachers and their techniques. Characteristics of this age include enthusiasm, self-expression, desire for approval, excessive energy combined with a mixture of indifferent attitudes, groping for self-understanding through mixed emotions and a rising spirit of independence.

This course encourages students to become involved, experience, live, learn, love, and analyze who they are, where they are going, and what they want to accomplish in their future. Emphasis is placed on the formation of meaningful relationships through study of self, values, responsibilities, communication, and interaction with peers, children, and adults.

Conceptual Structure

FOCUS ON TEEN-LIFE: FAMILY

- I. Relationship of self identity to daily life
  - A. Importance of self realization
    - 1. Factors involved in developing a unique personality
    - 2. Significance of sexuality
  - B. Responsibilities of becoming mature
  - C. Development of self through career choice

- II. Development of self in relationship to others
  - A. Relationship of interaction with others
    - 1. Effects of interaction among adolescents through the dating process
    - 2. Significance of communication
  - B. Responsibilities of behavior for social health on self and future generations
    - 1. Effects of smoking on the relationship of self to interaction with others
    - 2. Effects of alcohol on the relationship of self to interaction with others
    - 3. Effects of drug abuse on the relationship of self to interaction with others
    - 4. Effects of venereal diseases on the relationship of self to interaction with others

Major Concept I   Relationship of self identity to daily life
Major Objective I   Analyzes the relationship of self identity to daily life.

Concept A   Importance of self realization
Objective A   Identifies the importance of self realization.

Concept 1   Factors involved in developing a unique personality
Objectives 1   Analyzes factors involved in developing a unique personality.
Assumes the responsibility of developing a unique personality.

Performance Objectives
The student will
1. identify the differences between environmental and hereditary characteristics which make up an individual's personality.
2. explain how one's self-concept affects personality and behavior.
3. show relationship of meeting basic needs to personality development.
4. illustrate how past experiences affect personality development.

Generalization: Each individual is unique because of his inherent potentialities and the effect that his environment has had upon him.

Content	Learning Experiences	Evaluative Experiences
Personality includes what we are born with, what we are born into, and what we do with both.	Complete pre-test to determine knowledge retained about personality development. (Appendix)	Brainstorm in small buzz groups to share and gain information about the factors involved in the make-up of a unique personality.
The unique self is a composite of an individual's thoughts, ambitions, capacities, abilities, feelings, and values.	Read references to obtain information about the factors involved in the make-up of a unique personality.	List examples of hereditary and environmental characteristics.
Self image, self acceptance, self discipline, independence and responsibility are important qualities a unique individual possesses.	Define and discuss terms to furthur understand the characteristics which contribute to a unique individual.	Complete self test, "A Checklist About Me" to further understand factors which contribute to a unique personality. (Appendix)

Content	Learning Experiences	Evaluative Experiences
	Discuss the statement, "Independence and responsibility are related".	Draw conclusions concerning the degree of relationship between independence and responsibility.
The image or self-concept one has of himself affects his personality and behavior.	Read references on self image and attitude development to understand how it affects personality development. (Bibliography)	Complete exercise on self image to determine how it affects personality development. (Appendix)
	Describe how many different people you have been today. i.e., when you got up and faced the day, when you joined your family, when you met your friends, when you entered the classroom.	
	View visual about personality and the way others know you through your personality. (Bibliography)	Complete self tests, "Personality Inventory" and "Personality Profile" to determine own characteristics. Compare the profile with the profile of a friend. (Appendix)
The way in which the basic needs of love, security, new experiences, sense of belonging, feeling for success, recognition, achievement, self-respect, and companionship are met affect personality development.	Read references to gain information on basic needs. Student work in buzz sessions to recall how childhood basic needs influence adolescent maturity and personality development. (Bibliography)	Write a paragraph to show the relationship of own personality development to how childhood basic needs were met.
	Discuss the pattern of personality development from birth into the adolescent years in regard to feelings of trust, self-confidence, initiative, accomplishment, and self knowledge.	Create a bulletin board on the patterns of personality development depicting various ages for each pattern.

Content	Learning Experiences	Evaluative Experiences
The unique sense of self grows gradually and continually because an individual is constantly participating in life through his own being.	Write autobiography to show how one continues to grow with each new experience. (Appendix)	Generalize most important factors contributing to personality growth.
	List ten experiences a child might have and suggest how each might affect the personality of that child.	Compare the experiences listed and relate to own background. Did some things affect own personality?
The individual's perception of self determines how one will behave and the response one receives to own behavior may change perception of self.	Compile list of descriptive words on behavior. Act out the behavior and observe response from audience. Illustrate how response to behavior and perception of self affect each other.	Generalize factors determining self perception and behavior.

Concept 2 Significance of sexuality
Objectives 2 Analyzes the significance of sexuality.
Attempts to identify the characteristics of sexuality.

Performance Objectives
The student will
1. define and identify types of roles.
2. give examples of ways in which role expectations change with various stages of life.
3. relate the concept of masculinity and femininity to role expectation.
4. differentiate between acceptable and unacceptable behavior for adolescents in various situations.

Generalization: One's role will change to meet various situations.

Content	Learning Experiences	Evaluative Experiences
The function assumed by an individual in a particular situation is called his role.	Define and give an example of "role" for greater understanding of the concept.	Compare definitions and explain examples of "role" to further understand the concept.
Every individual goes through phases or stages in life that have their own unique expectations.	Discuss in small groups to identify role expectations of a child, an adolescent and a young adult. Relate experiences to the family, school and community to show how they vary with different situations.	Discuss expectations, experiences, and situations to increase understanding of role expectations in various stages of life.
Role expectations vary with age, sex, maturity, and society.	View visual to broaden concept of role expectation. (Bibliography)	Complete masculinity, femininity handout and discuss concepts to clarify role expectations. (Appendix)
	Use conversation cut-ups to determine how appearances and manner of communication portray various roles to various people.	
The role of an adolescent can be exciting if expectations are understood.	Compose a list of situations or activities and assign acceptable adolescent behavior to each one to clarify role expectations.	Discuss and clarify role expectations of adolescents to understand acceptable behavior.

Concept B Responsibilities of becoming mature
Objectives B Analyzes the responsibilities of becoming mature.
Assumes the responsibilities of becoming mature.

Performance Objectives
The student will
1. identify the various types of maturity.
2. give examples of levels of maturity.
3. prepare a set of guidelines used in growing toward maturity.
4. draw conclusions concerning the acceptance of responsibilities toward maturity.

Generalization: Maturity is a continuing process of understanding and accepting self and others which will vary with each individual and his experiences.

Content	Learning Experiences	Evaluative Experiences
Becoming mature includes growing up in five dimensions: physically, intellectually, socially, emotionally, and spiritually.	Read references on the dimensions of growing up. (Bibliography)	Discuss and identify examples of how the phases of development relate to maturity.
Growing to maturity includes an understanding of why we look, act, feel, think, and believe the way we do.	Compile a list of questions adolescents ask about growing toward maturity.	Discuss and clarify information and/or misconceptions adolescents have concerning the process of growing toward maturity.
	View visuals on physical development to further understand adolescent behavior and development. (Bibliography)	Identify similarities and differences of male and female appearance and behavior during pubescence.
Adolescence is the period between childhood and adulthood when many physical changes occur.	Define and give examples of terms associated with physical growth and development.	Take objective test to determine knowledge gained about physical development. (Appendix)
The maturity of an individual depends upon how well one handles self in any situation.	Role play situations to show levels of maturity and how they affect one's understanding and phases of development. Use all phases of development.	Draw conclusions to determine the acceptance of maturity. Identify the characteristics of a mature individual.

Content	Learning Experiences	Evaluative Experiences
The degree or level of maturity reflects an individual's understanding and acceptance of self and others.	Complete self tests to determine level of maturity development. (Appendix)	Organize a plan of action from self tests to improve a maturity phase within the next year. Keep this plan to summarize and check progress within a given number of weeks.
	Define and discuss the term, "mental health", and how it relates to maturity.	
Growing toward adulthood and maturity will result as an individual learns how to accept responsibilities of self.	View visuals on coping with competition, anger, jealousy, group pressure and seeking independence to illustrate how an individual continually learns how to accept responsibilities and grow toward maturity. (Bibliography)	Write a paper on "maturity, a life-long process", to illustrate how one continues to grow to maturity until death.

Concept C Development of self through career choice

Objectives C Comprehends the development of self through career choice.
Acquaints self with how career choice contributes toward development of self.

Performance Objectives

The student will

1. identify how personal relationships with others affect one's future.
2. give examples of available job opportunities and required characteristics of the employee in the relationships and child development areas.

Generalization: Success in the world of work can be influenced by personal relationships with others.

Content	Learning Experiences	Evaluative Experiences
The success of one's future is determined by one's ability to get along well with others.	In small groups, discuss the importance of good personal relationships with others and how these relationships affect one's future.	Report findings to class concerning importance of good personal relationships with others and how relationships affect one's future.
Homemaking is a challenging occupation for both men and women, part time or full time.	Identify how homemaking for both men and women is a challenging full time or part time occupation, i.e., helps one identify aptitudes, interests, hobbies, citizenship, self-fulfillment, participation in community activities.	Discuss "Homemaking - a challenging occupation".
Adolescents, as well as their parents, are homemakers.	Round table discussion of how adolescents are homemakers.	Draw conclusions about how adolescents are homemakers.
Specific knowledge, skills, and aptitudes are needed for employees in the home economics related occupational areas of relationships and child development.	Listen to resource speaker present overview of job opportunities available through home economics training programs.	Question and answer session to acquaint student with home economics related occupations.
During adolescence many opportunities are available to study employment possibilities, although the actual choice of an occupation may come much later in life.	Compile a list of characteristics needed for an employee working with people and/or specifically children.	Use lists to summarize characteristics of given personnel, i.e., nursery school helper.

Major Concept II — Development of self in relationship to others
Major Objective II — Analyzes the development of self in relationship to others.

Concept A — Relationship of interaction with others
Objective A — Identifies the relationship of interaction with others.

Concept 1 — Effects of interaction among adolescents through the dating process
Objectives 1 — Analyzes the effects of interaction among adolescents through the dating process.
Assumes responsibility for interaction through the dating process.

Performance Objectives

The student will

1. describe ways dating contributes to relationships, personality and communication of adolescents.
2. give examples of approved and unapproved dating behavior.
3. show how dating includes responsibilities and privileges.
4. select examples of dating behavior and practices that have an effect on future dating and friendships.

Generalization: Dating is a boy-girl relationship which will contribute to the development of one's personality and will aid in the adolescent communication process.

Content	Learning Experiences	Evaluative Experiences
Dating is a boy-girl friendship which contributes to the development of one's personality and aids in the adolescent communication process.	Read selected references and/or discuss dating relationships to personality and adolescent communication development. (Bibliography)	Discuss dating and its relationship to personality and adolescent communication development. Use "Personality Development Through Dating" guide sheet. (Appendix)
There are several steps involved in the dating process which contribute to adolescent communication.	Identify and give examples of each step in the dating process and its contribution toward adolescent communication, i.e., paling around in mixed groups in pre-teen	Draw conclusions as to how each step in the dating process progresses and contributes to adolescent communication.

Content	Learning Experiences	Evaluative Experiences
	years, group dating whereby the whole gang attends an activity together, double dating, pair dating, steady dating.	
Dating includes responsibilities, as well as privileges.	Complete checklist on "Rate Your Datability". (Appendix)	Prepare a want ad which includes a complete description of the qualities one wants in a date - maximum of 12 words.
	Compile a list of dating activities for adolescents in this community.	Rate the compiled list of "Fun Things To Do For Girls and Guys" while dating. (Appendix)
There are approved and unapproved customs of dating in every community.	Discuss and classify approved and unapproved dating customs of this community related to: blind dates, dutch treat, Sadie Hawkins or turn about dates, date pick-ups, machine or computer dates, and steady dating.	Compile a list of approved and unapproved dating customs of this community.
	Compile a check sheet of "Taboos" or unacceptable dating behavior.	Rate self by using compiled list of "Dating Taboos". (Appendix)
During the dating years, problems arise and the manner in which they are handled reflects goals, values, attitudes, standards and personalities of the individuals involved.	Compile own list of questions adolescents ask concerning dating and problems arising over dating situations. (Appendix)	Listen to panel, made up of parents, teachers, and/or students, discuss the questions adolescents ask about dating. Read and discuss "Dear Diary, What Would You Do?" dating situations. (Appendix)

Content	Learning Experiences	Evaluative Experiences
Dating may have an effect on present and future individual friendships.	View visuals to determine how dating relationships can become loving relationships. (Bibliography)	Debate questions from visual to determine how one's values affect the relationships. (Appendix)
Dating behavior and practices will vary with individuals, groups, ages, activities, and communities.	Read references about dating relationships and determine how each varies with individuals, groups, ages, activities, and communities. i.e., "The Love in Your Life" (Appendix)	Complete rating scales, "Love Scale" and "How Do You Know It Is Mature Love?" (Appendix) Summarize how dating behavior and dating practices vary with individuals, groups, ages, activites, and communities.

Concept 2 Significance of communication
Objectives 2 Analyzes the significance of communication.
Assumes responsibility for communication.

Performance Objectives
The student will
1. give an acceptable definition of communication.
2. give examples of ways people communicate.
3. demonstrate how communication affects individual's behavior and degree of maturity.
4. distinguish between acceptable and unacceptable methods of communication for adolescents.

Generalization: The way in which an individual communicates will have an effect upon relationships with others.

Content	Learning Experiences	Evaluative Experiences
Communication is conveying a message to another or others through various methods.	Define communication and give examples of how one communicates.	Compare definitions and give examples of communication.

Content	Learning Experiences	Evaluative Experiences
Methods of communicating include variations of: talking, walking, writing, dressing, acting, and expressing.	Chalk talk to identify variations for each method of communicating, i.e., walking, run, skip, jump, hop, jog, saunter, wiggle, limp, and bounce.	Buzz sessions to compile lists of variations for each method of communicating.
The method of communication used with others in a given situation reflects an individual's behavior and degree of maturity.	In small groups, choose one method of communication. Prepare and present a skit including as many variations as possible.	Describe the effects each method of communication has on others and relate it to the individual's behavior and degree of maturity.
Better communication will result as one understands how methods of communicating affect relationships with others.	Recall and write a "Dear Diary" situation involving self and 1) a friend, 2) mother and father, 3) brother and sister, or 4) a teacher, where lack of understanding or communication was evident.	Discuss, select, and prepare several possible solutions which provide better communication.
The games people play through communication have an effect on self-concept and the relationship one has with others.	Read references on games and roles people play. List each game one plays and identify the reason why it is played and to what degree it is played. (Appendix)	Take objective quiz on games and roles people play through communication. (Appendix) Write self analysis including the following about five of the most harmful games one plays: 1) Name of the game. 2) Does one enjoy playing it? 3) What is won or lost by playing it? 4) What is the game really a cover up for? 5) How can behavior be changed so as not to play the game?

Concept B Responsibilities of behavior for social health on self and future generations
Objectives B Analyzes the responsibilities of behavior for social health on self and future generations.
Weighs alternatives concerning the responsibilities of behavior for social health on self and future generations.

Concept 1 Effects of smoking on the relationship of self to interaction with others
Objective 1 Discovers the effects of smoking on the relationship of self to interaction with others.

Performance Objectives
The student will
1. describe the effects of smoking on self and others.
2. give examples of how smoking affects individuals and the relationship with others.
3. prepare a set of guidelines to follow when a choice must be made concerning smoking.
4. differentiate between right and wrong for individual decisions concerning smoking.

Generalization: Responsible behavior for social health will increase through understanding the effects smoking has on self and others.

Content	Learning Experiences	Evaluative Experiences
Smoking is an important health problem.	Read references on smoking to gain information about smoking. (Bibliography)	Discuss information gained from reading references on smoking.
There are numerous disadvantages and dangers of smoking.	Prepare a list of the disadvantages and health hazards of smoking.	Make posters depicting each disadvantage of smoking and health hazards to smokers. Display posters.
After consumption of thousands of cigarettes, there is enough of an accumulation of poisonous substances to have significant harmful bodily results.	Identify the poisonous substances contained in cigarettes. Illustrate how each harms the body.	Use information and make a chart showing poisonous substances contained in cigarettes and how each harms the body.

Content	Learning Experiences	Evaluative Experiences
Reasons why individuals begin smoking depend on any number of psychologically appealing reasons.	List reasons individuals decide to start smoking.	Summarize the reasons for smoking and determine whether the reason is true.
Education about the health hazards of smoking may have an effect on number of future smokers.	Conduct a survey between grades to determine number of smokers and reasons.	Compile and discuss the results of the survey. Complete statement..."My thoughts about smoking are ...."
	Listen to resource speaker discuss health hazards of smoking.	

Concept 2 Effects of alcohol on the relationship of self to interaction with others

Objective 2 Discovers the effects of alcohol on the relationship of self to interaction with others.

Performance Objectives

The student will

1. describe the effects of alcohol on self and others.
2. give examples of how alcohol affects individuals and relationships with others.
3. prepare a set of guidelines to follow when a choice must be made concerning alcohol.
4. differentiate between right and wrong for individual decisions concerning alcohol.

Generalization: Responsible behavior for social health will increase through understanding the effects alcohol has on self and others.

Content	Learning Experiences	Evaluative Experiences
There are many statements about alcohol which need clarification, especially for young individuals.	Write pre-test to determine understanding of alcohol. (Appendix)	Discuss pre-test to clarify misunderstandings about alcohol.

Content	Learning Experiences	Evaluative Experiences
There are numerous reasons and excuses one has for drinking alcoholic beverages.	Identify situations in which adolescents use alcoholic beverages. Determine the reasons individuals have for using alcohol.	Verbalize reasons individuals use alcohol.
How the reasons and excuses are sized up depends upon an individual's attitudes toward alcohol.	List and discuss the attitudes developed over the years from family, friends, local customs, advertisements, laws, religious teachings, etc., concerning drinking alcoholic beverages.	Summarize attitudes one has about alcoholic beverages that have developed over the years.
Knowing how to handle drinking or non-drinking is the toughest problem concerning alcohol and depends upon an individual's clear thinking and good sense to feel comfortable with either choice.	Develop a set of "How would you handle this?" situations that young people may face. Discuss possibilities for handling each situation.	Discuss "How Do You Feel About?" drinking or non-drinking situations. (Appendix)
An understanding of how alcohol works in the human body both physically and psychologically and how drinking affects behavior, may have an effect on the choice an individual will make regarding the drinking of alcoholic beverages.	Identify and give examples of physical and psychological factors which influence an individual when drinking.	Discuss examples of physical and psychological factors which influence an individual when drinking.
	Critique in groups the effects of alcoholic beverages on self and others in various situations.	Complete statement, "My thoughts about drinking are ...."

Concept 3 Effects of drug abuse on the relationship of self to interaction with others
Objective 3 Discovers the effects of drugs on the relationship of self to interaction with others.

Performance Objectives
The student will
1. describe the effects of drugs on self and others.
2. give examples of how drug abuse affects individuals and relationships with others.
3. prepare a set of guidelines to follow when a choice must be made concerning drugs.
4. differentiate between right and wrong for individual decisions concerning drugs.

Generalization: Responsible behavior for social health will increase through understanding the effects drugs have on self and others.

Content	Learning Experiences	Evaluative Experiences
The drugs problem today is nationwide.	Read references on drugs to further understanding about them. (Bibliography)	Discuss information obtained from readings on drugs.
There are numerous reasons, excuses, and hidden problems that lead to drug abuse.	View visuals on drugs, users, pushers, and effects on individuals involved with drugs. (Bibliography)	Use grab bag to stimulate discussion about drugs.
Drug pushers have a number of different approaches they use to try to break down the resistance of people when trying to sell drugs.	Examine case studies to identify techniques or "slogans" used by drug pushers to sell drugs.	Report to class and discuss information concerning techniques used by drug pushers.
Knowledge of drugs and the proper and improper use of them affect individuals in many ways.	In small groups, determine effects of each kind of drug used or abused by individuals.	

Content	Learning Experiences	Evaluative Experiences
Well informed individuals who take the responsibility for self and others reflect accurate knowledge of the consequences drug abuse has on self and others.	Listen to resource person discuss effects of use and abuse of drugs from home medicine cabinet to outside sources.	Participate in question and answer session to clarify objectively the effects of drugs.
An understanding of how various drugs affect the human body both physically and psychologically may affect the kind of decision one will make concerning the use of drugs.	Compile a self test or survey questionnaire to determine values others hold about drugs.	Report to class and discuss results of drug questionnaire or survey.

Concept 4 Effects of venereal diseases on the relationship of self to interaction with others

Objective 4 Discovers the effects of venereal diseases on the relationship of self to interaction with others.

Performance Objectives

The student will

1. define and describe venereal diseases.
2. give examples of how venereal diseases affect individuals and relationships with others.
3. prepare a set of guidelines to follow when a choice must be made concerning the risks of venereal diseases.
4. differentiate between right and wrong for individual decisions concerning the risks of venereal diseases.

Generalization: Responsible behavior for social health will increase through understanding the effects venereal diseases have on self and others.

Content	Learning Experiences	Evaluative Experiences
Venereal disease is a major health problem spread by physical and sexual contact.	Complete pre-test on venereal diseases to determine understanding about veneral diseases. (Appendix)	Discuss pre-test to further understanding the problems of venereal diseases.
The two most common types of venereal disease are syphillis and gonorrhea.	Read references from current media to further understand problems of venereal diseases. (Bibliography)	Summarize important points one should know about venereal diseases.
Knowledge and understanding of venereal diseases provides a background for awareness about possible effects or consequences to the individual when one contracts the disease.	Use programmed lesson, "What Teens Should Know About Venereal Diseases and Why". (Appendix)	Discuss programmed lesson, "What Teens Should Know About Venereal Diseases and Why".
Correct knowledge about venereal disease and how it affects individuals enables one to make more intelligent decisions when confronted with possible risks of venereal disease.	View visual on venereal diseases to discover how individuals are affected by the spread of venereal diseases.	Discuss information obtained from visual and predict how contracting the diseases would affect self.
Untreated cases of venereal disease may cause serious health problems and even death.	Read and discuss case studies involving individuals with venereal disease to determine physical and psychological effects. (Bibliography)	Report to class and discuss the physical and psychological effects of venereal disease. Write summarizing statements on the physical and psychological effects of venereal diseases.

Content	Learning Experiences	Evaluative Experiences
One's future may be affected by infectious venereal diseases	List and discuss effects of infectious diseases on self and future relationships. Compile a list of sources which aid one with personal problems.	Write subjective and objective test on physical and psychological effects of venereal diseases (Appendix) Write a test on social health. (Appendix)

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

610 - 21a

I. Relationship of self identity to daily life
   A. Importance of self realization
      1. Factors involved in developing a unique personality

PERSONALITY PRE-TEST

Name ______________________________

Circle I for inherited characteristics and A for acquired characteristics.

I A 1. natural hair color
I A 2. truthfulness
I A 3. dependability
I A 4. bone structure
I A 5. natural eye color
I A 6. skin tones
I A 7. jealousy
I A 8. confidence
I A 9. self-respect
I A 10. capacity for intelligence
I A 11. height
I A 12. ambition
I A 13. special musical talent
I A 14. friendliness
I A 15. values and goals
I A 16. weight
I A 17. muscular coordination
I A 18. potential abilities

Place the letter of the correct term in the blank beside each definition.

_____ 19. The sum total of what we are born into, what we are born with, and what we do with both.
_____ 20. The surroundings in the world around us.
_____ 21. Physical characteristics you cannot change.
_____ 22. A characteristic that means being a unique person.

A. Environment
B. Heredity
C. Individuality
D. Personality

Circle T or F.

T F 23. Each individual develops by the same pattern, but at different rates.
T F 24. Cultures influence the values and attitudes of people.
T F 25. To be a unique individual, one excels or is "really good" at something.
T F 26. Special inherited abilities jump a generation or two (meaning a grandparent or great-grandparent had the ability which you or a brother or sister have).
T F 27. Personality is influenced by interaction among family members.
T F 28. The family does NOT contribute to the environment of an individual.
T F 29. Your behavior is modified and changed as you understand your reactions to other family members.
T F 30. Understanding family members is unnecessary in self-understanding.

ANSWER KEY

1. I
2. A
3. A
4. I
5. I
6. I
7. A
8. A
9. A
10. I
11. I

12. A
13. I
14. A
15. A
16. I and A
17. I and A
18. I

19. D
20. A
21. B
22. C

23. T
24. T
25. F
26. T
27. T
28. F
29. T
30. F

610 - 22a

I. Relationship of self identity to daily life
    A. Importance of self realization
        1. Factors involved in developing a unique personality

A CHECKLIST ABOUT ME

by Ruth Harms - adapted from ILLINOIS TEACHER, November/December, 1973.

This checklist is designed to help you think about yourself. There are no right or wrong answers. Read each statement carefully and circle the answer which most nearly tells how you feel about the statement.

Key: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

SA A U D SD 1. I get upset often at home.
SA A U D SD 2. I am an interesting person to other people.
SA A U D SD 3. It takes me a long time to get used to anything new.
SA A U D SD 4. I do very well in school.
SA A U D SD 5. I don't like the way I look.
SA A U D SD 6. I am poor at most sports.
SA A U D SD 7. I have trouble controlling my feelings.
SA A U D SD 8. I have ambition to achieve to the very best of my ability.
SA A U D SD 9. I usually feel as if my parents are picking on me.
SA A U D SD 10. My parents understand me.
SA A U D SD 11. If a friend were in trouble, I would probably drop him rather than get involved.
SA A U D SD 12. I do not get really mad very often.
SA A U D SD 13. I am a good artist.
SA A U D SD 14. I seem to be tired a lot.
SA A U D SD 15. I'm mostly happy in school.
SA A U D SD 16. I handle most of my problems well.
SA A U D SD 17. Most people are fair to me.
SA A U D SD 18. I really don't like being a boy/girl.
SA A U D SD 19. I am happy most of the time.
SA A U D SD 20. I find it hard to get along with people.
SA A U D SD 21. I don't finish most things that I start.
SA A U D SD 22. I don't like to do individual projects.
SA A U D SD 23. I am satisfied with my height and weight.
SA A U D SD 24. I am good at musical things.
SA A U D SD 25. I worry a lot.
SA A U D SD 26. I always try to be fair.
SA A U D SD 27. There are many times when I'd like to leave home.
SA A U D SD 28. No one pays much attention to me at home.
SA A U D SD 29. I try to do what I think is right.
SA A U D SD 30. I am seldom at ease and relaxed.
SA A U D SD 31. I am poor at speaking before a group.
SA A U D SD 32. I wish my body were shaped differently.
SA A U D SD 33. Teachers like me pretty well.
SA A U D SD 34. Any money spent to further my education will be well spent, as I want to get a job.
SA A U D SD 35. I have good ideas.
SA A U D SD 36. Most people are better liked than I am.
SA A U D SD 37. I have a low opinion of myself.
SA A U D SD 38. I feel helpless to handle many situations.
SA A U D SD 39. I like to meet new people.

610 - 23a

A CHECKLIST ABOUT ME, continued

SA A U D SD 40. I have self-confidence.
SA A U D SD 41. I often get discouraged in school.
SA A U D SD 42. I am strong.
SA A U D SD 43. I solve problems quite easily.
SA A U D SD 44. Criticism doesn't upset me if I feel I have tried to do by best.
SA A U D SD 45. If I'm pretty sure I won't get caught, I'll copy if I don't know the answer.
SA A U D SD 46. My parents expect too much of me.
SA A U D SD 47. I always look out for myself first.
SA A U D SD 48. I often feel guilty about my secret thoughts.
SA A U D SD 49. Science is easy for me.
SA A U D SD 50. I handle my body well in sports and games.
SA A U D SD 51. I usually understand a story the first time I read it.
SA A U D SD 52. Someone always has to tell me what to do.
SA A U D SD 53. I don't talk much at school activities.
SA A U D SD 54. I can't be depended on.
SA A U D SD 55. I don't get jealous easily.
SA A U D SD 56. I like for someone else to take over and handle situations.
SA A U D SD 57. I often have to be told more than once to do my school work.
SA A U D SD 58. My clothes are not as nice as I'd like.
SA A U D SD 59. I am poor at making things with my hands.
SA A U D SD 60. I often act on the basis of feelings and emotions rather than reason.
SA A U D SD 61. All citizens should participate in civic affairs.
SA A U D SD 62. My parents usually consider my feelings.
SA A U D SD 63. My hair usually looks nice.
SA A U D SD 64. I am a healthy person.
SA A U D SD 65. I find it hard to talk in front of the class.
SA A U D SD 66. I give in very easily.
SA A U D SD 67. Others will often follow my ideas.
SA A U D SD 68. I'm pretty smart.
SA A U D SD 69. I don't care what happens to me.
SA A U D SD 70. I feel left out of things in class.
SA A U D SD 71. I can make up my mind and stick to it.
SA A U D SD 72. I wish I could do something about my skin.
SA A U D SD 73. I can express myself well in writing.
SA A U D SD 74. I am a nervous person.
SA A U D SD 75. I want to be admired.
SA A U D SD 76. I feel guilty if people think well of me for fear they would be disappointed if they knew what I was really like.
SA A U D SD 77. My parents and I have a lot of fun together.
SA A U D SD 78. I'm a helpful person.

610 - 24a

I. Relationship of self identity to daily life
    A. Importance of self realization
        1. Factors involved in developing a unique personality

SELF IMAGE - YOU AND YOUR ATTITUDE

Name ______________________________

Circle the response that most accurately describes you. (ST = Sometimes)

NO ST YES 1. I believe I am a unique and "individual" person.
NO ST YES 2. I feel the world owes me something.
NO ST YES 3. I get impatient when things don't go right.
NO ST YES 4. I set out to accomplish something every day.
NO ST YES 5. I am enthusiastic in what I say or do.
NO ST YES 6. I am not interested in other's problems or purposes in life.
NO ST YES 7. I have a sense of humor.
NO ST YES 8. I do not like to go to school.
NO ST YES 9. I have no hobbies or outside interests other than school.
NO ST YES 10. I like to experiment and try new ideas.
NO ST YES 11. I use polite, courteous words with everyone.
NO ST YES 12. I am helpful to people of all ages.
NO ST YES 13. I listen to others and try to learn from them.
NO ST YES 14. I criticize others when I work with them.
NO ST YES 15. I give credit to others for what they do.
NO ST YES 16. I like things the way they are, without change.
NO ST YES 17. I continually evaluate my own work and try to do better each time.
NO ST YES 18. I like to be the one who has all the answers.
NO ST YES 19. I tend to cut down others when they say and do things I don't like.
NO ST YES 20. I am proud of the work I do and the things I accomplish.
NO ST YES 21. I respect and understand the rights and feelings of others.
NO ST YES 22. I place myself above others for I am better than other people.
NO ST YES 23. I am afraid to try new things because I might make a mistake.
NO ST YES 24. I understand and recognize the mistakes I make and learn from them.
NO ST YES 25. I really don't care how I look to other people.
NO ST YES 26. I can admit when I'm wrong.
NO ST YES 27. I blow up at others when they really do "stupid things".
NO ST YES 28. I will act for what I belive is right.
NO ST YES 29. I always try to do the best job I can in everything I do.
NO ST YES 30. I try to understand the other person's point of view, why they think, feel, look and act the way they do.
NO ST YES 31. I am on time for each appointment and when I say I'll be someplace at a certain time, I am there.
NO ST YES 32. I do not get along with my family.
NO ST YES 33. I am willing to learn and take subjects even if I don't like them, in order to better myself.
NO ST YES 34. I try to feel cheerful and smile even if I don't feel like it.
NO ST YES 35. I have lots of energy and enthusiasm to do things others suggest.

Obtain the answer key to "check" your responses. Read each incorrect response again and determine why your self image and attitude would improve if the answer was different, or "correct".

ANSWER KEY

1.	YES	6.	NO	11.	YES	16.	NO	21.	YES	26.	YES	31.	YES
2.	NO	7.	YES	12.	YES	17.	YES	22.	NO	27.	NO	32.	NO
3.	NO	8.	NO	13.	YES	18.	NO	23.	NO	28.	YES	33.	YES
4.	YES	9.	NO	14.	NO	19.	NO	24.	YES	29.	YES	34.	YES
5.	YES	10.	YES	15.	YES	20.	YES	25.	NO	30.	YES	35.	YES

610 - 25a

I. Relationship of self identity to daily life
  A. Importance of self realization
    1. Factors involved in developing a unique personality

PERSONALITY INVENTORY

Name ______________________________

1. LIST OF ASSETS Good points about self, abilities, health, appearance, characteristics, etc.	2. LIST OF LIABILITIES Bad points about self, temper, moods, unpleasant behavior and characteristics.

3. List of things that I can change to become a better individual.

4. List of things that I have to learn how to live with because I cannot change them.

5. List of things about myself that I want to know more about.

6. This is how I handle feelings of resentment toward others.

7. This is how I handle "serious" problems.

8. These are my most serious hangups about myself and/or my relationship with others.

9. These are the things I notice first about another person.

10. These are the things I want other people to notice first about me.

610 - 25a

I. Relationship of self identity to daily life
  A. Importance of self realization
    1. Factors involved in developing a unique personality

PERSONALITY PROFILE CHART

← Tendency Tendency →

	To A High Degree	Usu-ally	Slight Degree	Slight Degree	Usu-ally	To A High Degree	
1. Works well with others							1. Wants to work alone
2. Likes opposite sex generally							2. Antagonistic toward other sex
3. Generous							3. Stingy
4. Neat and methodical							4. Careless
5. Calm							5. Emotionally tense
6. Outspoken							6. Hides feelings
7. Religious							7. Irreligious
8. Conservative in opinions							8. Radical in opinions
9. Takes initiative							9. Waits for others to do it
10. Assumes responsibility							10. Seeks to escape responsibility
11. Usually happy and cheerful							11. Often depressed
12. Companionable							12. Lacks companionability
13. Careful with money							13. Spends very freely
14. Quietly self-assured							14. Lacks confidence
15. Tends to be practical							15. Impractical
16. Would rather be liked than thought important							16. Wants to be thought quite important
17. Thinks often of others							17. Egocentric (thoughts center on self)
18. Has a good sense of humor							18. Lacking in sense of humor
19. Enjoys home life							19. Seeks happiness outside home
20. Listens to reason in argument							20. Won't admit it when wrong
21. Honest and straightforward							21. Will modify truth to avoid unpleasantness
22. Reacts pleasantly to suggestions							22. Unwilling to take suggestions
23. "Good sport"							23. "Poor sport"
24. Good listener							24. Talks too much
25. Appreciative							25. Overly critical

As a relationship grows and develops, the points will move to the left and closer together.
Characteristics two people may differ without too much danger: 9, 14, 24.
Characteristics both may rate negative without too much danger: 3, 8, 13.

I. Relationship of self identity to daily life
    A. Importance of self realization
        1. Factors involved in developing a unique personality

AUTOBIOGRAPHY

Analyze your family relationships and write a brief autobiography in which you do the following:

1. Describe ways in which your parents have handled you, your problems, and your relationship with others wisely.

2. Tell of experiences they have permitted which you consider were real growth experiences.

3. What disciplinary techniques were most effective and have been most lasting in forming your moral code?

4. Did they do a good job in making you accept the "role of your sex" as it is defined in our culture? Can you remember any teaching by your parents in this field?

5. What are your predominant emotions -- love, guilt, fear, generosity, hostility, etc. -- and how do you relate them to the family pattern?

6. Have your relationships with brothers and sisters been harmonious generally, or has there been a great deal of friction? Relate this to parental handling.

7. Have there been rituals, ceremonials, family get-togethers with relatives, or other traditions that you wish to follow or continue in your own home?

8. In what respects will you want your own home to be different from the home you were raised in?

9. What methods of discipline that were used on you will you not use on your own children?

10. In what ways are you going to keep the lines of communication between you and your children open?

610 - 28a

I. Relationship of self identity to daily life
    A. Importance of self realization
        2. Significance of sexuality

MY THOUGHTS AND FEELINGS ON

WHAT IS MASCULINE? WHAT IS FEMININE? WHAT IS SEXUAL EQUALITY?

1. Define masculinity ____________________

2. Define femininity ____________________

3. Words describing girls ____________________

4. Words describing boys ____________________

5. Boys should act ____________________

6. Girls should act ____________________

7. I feel most feminine/masculine when ____________________

8. Because I am a boy/girl, I would not ____________________

9. I would be upset if my girlfriend/boyfriend ____________________

10. What would cause you to question the masculinity of a man? ____________________

11. What would cause you to question the femininity of a woman? ____________________

12. I am most attracted to a girl/boy who ____________________

13. I like boys/girls who ____________________

14. I feel marriage is ____________________

15. I hope my son ____________________

16. I hope my daughter ____________________

17. I enjoy being a man/woman when ____________________

18. Sexual equality is ____________________

Place an "M" beside each activity you consider masculine, "F" for feminine, and an "=" for sexual equality or typical of both sexes.

____ 1. giggling
____ 2. being strong
____ 3. arranging flowers
____ 4. crying
____ 5. cooing at a baby
____ 6. wearing a wig
____ 7. taking a child development course
____ 8. taking an electricity course
____ 9. cursing
____ 10. playing football
____ 11. paying for dating activities
____ 12. kissing own father
____ 13. driving fast
____ 14. wearing a skirt
____ 15. knitting
____ 16. being a construction worker
____ 17. being a dietician
____ 18. handling the family's money
____ 19. cooking for the family
____ 20. being late

610 - 29a

I. Relationship of self identity to daily life
A. Importance of self realization
2. Significance of sexuality

PHYSICAL DEVELOPMENT TEST

Name ______________________________

Write the letter of the correct term from Column II in the blank to the left of each description in Column I.

Column I

_____ 1. Change of life in the woman after which she does not menstruate.
_____ 2. One of the two paired female organs that produce ova.
_____ 3. Small sensitive organ near the front of the female external organs.
_____ 4. A canal in the female that connects the outside of the body to the uterus.
_____ 5. The slender tubes that carry the ova from the ovary to the uterus.
_____ 6. Normal process of uterine lining consisting of blood and tissue being expelled by the body when no pregnancy occurs.
_____ 7. Pear shaped organ in which the unborn fetus grows.
_____ 8. A union of male and female reproductive cells.
_____ 9. Period of time in which the baby grows inside the uterus.
_____ 10. Process of releasing ripe ovum from an ovary occurring monthly in physically mature females.

Column II

A. Clitoris
B. Fallopian tube
C. Fertilization
D. Gestation
E. Menopause
F. Menstruation
G. Ovary
H. Ovulation
I. Uterus
J. Vagina

Circle T or F.

T F 11. Puberty is the age when childhood ceases and adolescence begins.
T F 12. The testicles and the ovaries are sex glands.
T F 13. The urethra in the male has two functions.
T F 14. The pituitary gland serves as the growth clock.
T F 15. An erection of the penis may occur without sexual stimulation.
T F 16. In menstruation, the lining of the uterus breaks down and passes out of the body.
T F 17. Boys mature about two years before girls.
T F 18. Ovulation is the process in which an egg cell emerges from an ovary.

Write the letter of the correct term from Column II in the blank to the left of each description in Column I.

Column I

_____ 19. Thick white fluid containing sperm.
_____ 20. Tube like sex organ of the male.
_____ 21. Sensitive pouch in the male that holds the testes.
_____ 22. Removal of the foreskin from the end of the penis.
_____ 23. Male reproductive cell.
_____ 24. Male organ in which sperm are produced.
_____ 25. Union of sperm and ovum to form a fertilized egg.
_____ 26. Involuntary ejaculation of semen during sleep.
_____ 27. Period of rapid physical development and maturation in boys and girls.
_____ 28. Self-stimulation of the genitals.

Column II

A. Circumcision
B. Conception
C. Masturbation
D. Nocturnal Emissions
E. Penis
F. Puberty
G. Scrotum
H. Semen
I. Sperm
J. Testicles

PHYSICAL DEVELOPMENT TEST, continued

Circle T or F.

T F 29. Menstruation and ovulation are the same.
T F 30. The normal boy and girl have dreams concerned with sex.
T F 31. Seminal emissions are a symptom of a diseased condition of the seminal tesicles.
T F 32. The reproductive organs will waste away if unused.
T F 33. The human egg starts out about the size of a lima bean.
T F 34. The sex of the child is determined at the time the egg and sperm unite.
T F 35. The sex of the individual is determined by the sperm.
T F 36. Human life begins when the nucleus of a sperm and an egg unite.
T F 37. An individual receives replicas of half of his father's chromosomes and half of his mother's chromosomes.
T F 38. The fertilized egg grows and develops in the ovary.
T F 39. The egg attaches itself to the wall of the vagina soon after the egg has been fertilized.
T F 40. The act of birth is called labor.

610 - 31a

ANSWER KEY

1. E
2. G
3. A
4. J
5. B
6. F
7. I
8. C
9. D
10. H

11. T
12. T
13. T
14. T
15. T
16. T
17. F
18. T

19. H
20. E
21. G
22. A
23. I
24. J
25. B
26. D
27. F
28. C

29. F
30. T
31. F
32. F
33. F
34. T
35. T
36. T
37. T
38. F
39. F
40. T

I. Relationship of self identity to daily life
B. Responsibilities of becoming mature

EMOTIONAL MATURITY

Name ______________________________

Do you think and act like a real grown-up? Or is your behavior still undisciplined and childlike?

_____ 1. Are you generally able to keep smiling when things go wrong?
_____ 2. Do you frequently say things you later regret?
_____ 3. Can you make important decisions with a minimum of worry, inner conflict, and advice seeking?
_____ 4. Do you often get peeved at people and have disagreements with them?
_____ 5. Do you think you are getting a fair break out of life?
_____ 6. Do you frequently find it hard to see things from the other person's point of view?
_____ 7. Do you know how to work when working and play when playing?
_____ 8. Do you live beyond your means?
_____ 9. Can you endure pain, especially emotional pain or frustration, when it is not in your power to change the situation causing it?
_____ 10. Do you often fish for compliments or sympathy?
_____ 11. Are you able to "take it" when others tease you?
_____ 12. Do you attack problems that require solutions instead of finding means to evade or avoid them?
_____ 13. Are you prone to jealousy?
_____ 14. Have you ever contemplated doing physical harm to someone?
_____ 15. When you have differences with people, can you usually work out compromises that satisfy you and don't leave hard feelings?
_____ 16. Do you often blame others when things go wrong?
_____ 17. Do you draw lessons from your defeats and failures instead of finding excuses for them?
_____ 18. Do you find it hard to accept criticism without feeling hurt or resentful?
_____ 19. Are you able to "keep cool" in emergencies?
_____ 20. Are you inconsiderate of other people's feelings?
_____ 21. Do you get along well with your parents?
_____ 22. Do you get along well with your "friends?"
_____ 23. Do you give way now and then to violent emotional outbursts?
_____ 24. Are you able to say, "NO" to situations that may provide temporary satisfactions but that over a longer period, run counter to your best interests?
_____ 25. Do you easily take offense at "slights" or what you interpret as "slights?"

610 - 32a

I. Relationship of self identity to daily life
B. Responsibilities of becoming mature

SOCIAL MATURITY

Circle the response which most accurately describes you. A - Always = 4, St - Sometimes = 2, No = 0.

A St No 1. I am considerate of others.
A St No 2. I work with others I dislike.
A St No 3. I support ideas of others even if my idea was voted down.
A St No 4. I go along cheerfully with the majority decision.
A St No 5. I express my opinions without hurting others.
A St No 6. I make new friends easily.
A St No 7. I am a good listener and encourage others to talk about themselves.
A St No 8. I know that an individual's name, to him, is the sweetest and most important sound in any language, so I use the other person's name when talking with him.
A St No 9. I help others when they need me even without pay.
A St No 10. I am tolerant of others and their opinions.
A St No 11. I make others feel important.
A St No 12. I willingly accept the advice of "experienced" people.
A St No 13. I have fun with my family.
A St No 14. I enjoy the company of other girls/guys.
A St No 15. I keep the confidences (secrets) of others.
A St No 16. I do my share of the work or project when with a group.
A St No 17. I will sacrifice things to promote the growth of friends or family members.
A St No 18. I set a good example for others to follow.
A St No 19. I help arrange fun events for others.
A St No 20. I use acceptable table manners.
A St No 21. I sit, move and walk in an acceptable pleasing manner, unoffensive to others.
A St No 22. I do not annoy other people by saying or doing things to which they object.
A St No 23. I feel I "belong" with a group of people in school and outside activities.
A St No 24. I avoid labeling other people.
A St No 25. I feel I contribute something constructive to the world.
A St No 26. I accept the blame when I am wrong.

610 - 33a

I. Relationship of self identity to daily life
B. Responsibilities of becoming mature

SPIRITUAL OR MORAL MATURITY

Circle the response which most accurately describes you. A - Always = 4, St - Sometimes = 2, No = 0.

A St No 1. I know who I am.
A St No 2. I know where I am going in life.
A St No 3. I know what goals I want to accomplish.
A St No 4. I would date an individual of whose reputation I do not approve.
A St No 5. I would date an individual of whom my parents disapprove.
A St No 6. I would keep money I found (regardless of amount).
A St No 7. I do allow friends to copy my homework when the instructor says it is to be done independently.
A St No 8. I keep my papers covered in class, so others cannot copy my answers.
A St No 9. I will tell tales or gossip about someone.
A St No 10. When I do something "wrong", my "conscience" bothers me until I correct it.
A St No 11. I will encourage others to participate in any activity that is illegal.
A St No 12. I will participate in any illegal activity.
A St No 13. When allowed to keep my own hours for pay, I will exactly keep track of actual working hours.
A St No 14. When I believe something is wrong, no one can "egg me on" or "dare me" to do it.
A St No 15. I can "back down" and admit when I'm wrong.

610 - 34a

I. Relationship of self identity to daily life
B. Responsibilities of becoming mature

INTELLECTUAL MATURITY

Circle the response which most accurately describes you. A - Always = 4, St - Sometimes = 2, No = 0.

A St No 1. I make up my mind easily when faced with choices.
A St No 2. I look at myself and my problems from an outsider's viewpoint.
A St No 3. I understand meanings of things I read.
A St No 4. I understand meanings of things people say.
A St No 5. I take responsibility for my behavior and its consequences.
A St No 6. I finish the tasks I begin.
A St No 7. I postpone judgments until I understand the whole situation or know the individual well.
A St No 8. I use a workable "problem solving approach" when making decisions.
A St No 9. I budget my time and energy to be able to complete the things I want to do and feel relaxed when finished.
A St No 10. I study to the best of my ability.
A St No 11. I have confidence in my abilities.
A St No 12. I enrich my mind by searching for facts, reading, listening, and talking with others.
A St No 13. My decisions are based on "facts", not feelings or opinions.
A St No 14. I am pleased with my school work.
A St No 15. I know what my strong points and weak points are.
A St No 16. I do first things first and begin with the most important ones.
A St No 17. I complete hard tasks first, then tackle the easy ones.
A St No 18. I read and inquire about possible future vocations.
A St No 19. I take part in intellectually stimulating activities.
A St No 20. I am developing an aim in life.

610 - 35a

II. Development of self in relationship to others
    A. Relationship of interaction with others
        1. Effects of interaction among adolescents through the dating process

PERSONALITY DEVELOPMENT THROUGH DATING

How does dating affect the following personal characteristics?

1. Self-confidence -
2. Grooming -
3. Poise -
4. Broadmindedness -
5. Social know-how -
6. Conversational ability -
7. Charm -
8. Manners -
9. Attitude with parents -
10. Relationship with friends -

Points for Discussion:

1. Dating is an appropriate part of our system mate selection.
2. Wide circulation is considered an advantage today.
3. Many parents prefer that young people do not go steady at high school age.
4. Going steady in high school usually broadens one's range of friendship.
5. Learning to be pleasant and friendly is an asset in winning dates.
6. Steady dating too early in life may lead to early marriage.
7. Girls are more interested in steady dating than boys.
8. In giving us the sex impulse, nature is primarily concerned with bringing us happiness.
9. Girls take no greater risk than boys in loose dating behavior.
10. Boys respect the moral standards of the girl they really care for.

610 - 36a

II. Development of self in relationship to others
A. Relationship of interaction with others
1. Effects of interaction among adolescents through the dating process

RATE YOUR DATABILITY

Rate each characteristic on a scale of 1 = most important, 5 = least important.

Characteristics:	Rate Yourself	Rate Your Date
1. Pleasant personality	1 2 3 4 5	1 2 3 4 5
2. Sense of humor	1 2 3 4 5	1 2 3 4 5
3. Clean and neat in grooming habits	1 2 3 4 5	1 2 3 4 5
4. Positive attitude or outlook on life	1 2 3 4 5	1 2 3 4 5
5. Attractive or good looking	1 2 3 4 5	1 2 3 4 5
6. Pleasing size, shape, height and weight	1 2 3 4 5	1 2 3 4 5
7. Common sense	1 2 3 4 5	1 2 3 4 5
8. Interests - has a variety	1 2 3 4 5	1 2 3 4 5
9. Fun to be with	1 2 3 4 5	1 2 3 4 5
10. Uses correct manners	1 2 3 4 5	1 2 3 4 5
11. Emotionally mature	1 2 3 4 5	1 2 3 4 5
12. Acceptable reputation	1 2 3 4 5	1 2 3 4 5
13. Average intelligence	1 2 3 4 5	1 2 3 4 5
14. Very intelligent or smart	1 2 3 4 5	1 2 3 4 5
15. Friendly to people of all ages	1 2 3 4 5	1 2 3 4 5
16. Good conversationalist	1 2 3 4 5	1 2 3 4 5
17. Honest, trustworthy, loyal	1 2 3 4 5	1 2 3 4 5
18. Energetic and enthusiastic	1 2 3 4 5	1 2 3 4 5
19. Respect for you	1 2 3 4 5	1 2 3 4 5
20. Kind, considerate, courteous	1 2 3 4 5	1 2 3 4 5
21. Respect for parents and their values	1 2 3 4 5	1 2 3 4 5
22. Definite plans for the future	1 2 3 4 5	1 2 3 4 5
23. Likes your friends	1 2 3 4 5	1 2 3 4 5
24. Car - owns one or uses one	1 2 3 4 5	1 2 3 4 5
25. Outgoing - likes to do a variety of things	1 2 3 4 5	1 2 3 4 5
26. Self-confidence	1 2 3 4 5	1 2 3 4 5
27. Responsible and reliable	1 2 3 4 5	1 2 3 4 5
28. Prompt (on time)	1 2 3 4 5	1 2 3 4 5
29. Sincere, natural and genuine	1 2 3 4 5	1 2 3 4 5
30. Understanding and tactful	1 2 3 4 5	1 2 3 4 5
31. Clothes are becoming and right for the occasion	1 2 3 4 5	1 2 3 4 5
32. Athletically inclined	1 2 3 4 5	1 2 3 4 5
33. Strong, muscular, masculine/or poised, gentle, feminine	1 2 3 4 5	1 2 3 4 5
34. Can make intelligent decisions/is not a crowd follower	1 2 3 4 5	1 2 3 4 5
35. Musically talented	1 2 3 4 5	1 2 3 4 5
36. Healthy	1 2 3 4 5	1 2 3 4 5
37. Approximately the same age	1 2 3 4 5	1 2 3 4 5
38. Respects the time you have to be home	1 2 3 4 5	1 2 3 4 5
39. Has money	1 2 3 4 5	1 2 3 4 5
40. Has high moral standards	1 2 3 4 5	1 2 3 4 5

610 - 37a

II. Development of self in relation to others
    A. Relationship of interaction with others
        1. Effects of interaction among adolescents through the dating process

FUN THINGS TO DO FOR GIRLS AND GUYS

Harmonious relationships between the sexes are an important part of growing up and getting along successfully. Future happiness with the opposite sex comes from cooperative ventures in work and play. A happy, well-adjusted couple; whether dating or married, should have six or more interests in common to enjoy leisure time together. Complete the following exercise to survey your present situation and to start on the road of development toward more interests and activities. Use this survey from time to time with your dating partner to see common areas of interest.

Circle the number that best describes your feeling about each of the following activities. Key: A = Strongly like, L = Can take it or leave it, Z = Strongly dislike.

Community Activities

A L Z Amusement Park
A L Z Out to eat
A L Z Movies
A L Z Museums
A L Z Parade
A L Z Picnics
A L Z Plays
A L Z Visiting
A L Z Window Shopping
A L Z Shopping
A L Z Pin Ball
A L Z Air Hockey
A L Z YMCA/YWCA
A L Z ____________________
A L Z ____________________
A L Z ____________________

Home Activities

A L Z Aggravation
A L Z Bingo
A L Z Cards
A L Z Checkers
A L Z Chess
A L Z Clue
A L Z Cooking
A L Z Monopoly
A L Z Parcheesi
A L Z Puzzles
A L Z Scrabble
A L Z Sorry
A L Z Yahtsee
A L Z Watching T.V.
A L Z Playing Stereo/Radio
A L Z ____________________
A L Z ____________________
A L Z ____________________

Sport Participation

A L Z Archery
A L Z Badminton
A L Z Baseball
A L Z Basketball
A L Z Bicycling
A L Z Bowling
A L Z Camping
A L Z Croquet
A L Z Fishing
A L Z Football
A L Z Go-Carting
A L Z Golf
A L Z Gymnastics
A L Z Hiking
A L Z Horseback Riding
A L Z Hunting
A L Z Ice Skating
A L Z Miniature Golf
A L Z Pool
A L Z Roller Skating
A L Z Skiing - Snow
A L Z Skiing - Water
A L Z Sledding
A L Z Snowmobiiing
A L Z Softball
A L Z Stock Car Races
A L Z Swimming
A L Z Tennis
A L Z Volleyball
A L Z ____________________
A L Z ____________________
A L Z ____________________
A L Z ____________________
A L Z ____________________

School Activities

A L Z Attending Games
A L Z Concerts
A L Z Dances
A L Z Parties
A L Z Plays
A L Z ____________________
A L Z ____________________
A L Z ____________________
A L Z ____________________

610 - 38a

II. Development of self in relationship to others
    A. Relationship of interaction with others
        1. Effects of interaction among adolescents through the dating process

TABOOS OR UNACCEPTABLE DATING BEHAVIOR

Name ______________________________

Circle the response which most accurately describes your feelings about "taboos" or unacceptable dating behavior.

Scale: 1 - Unimportant, 2 - Not very important, 3 - Somewhat important,
4 - Quite important, 5 - Very important.

1. Do not keep your date waiting when he calls for you/ or when you pick her up. 1 2 3 4 5
2. Do not brag about your own accomplishments, or dominate the conversation. Do not begin each sentence with, "I". 1 2 3 4 5
3. Do not put on an act such as trying to be someone you are not, fake or phoney. 1 2 3 4 5
4. Do not gossip about or cut others down. 1 2 3 4 5
5. Do not "hang" on your date, act possessive, or even use the "Hands Off, Everyone" approach. 1 2 3 4 5
6. Do not ignore your date, talk to everyone else but your date, or flirt with others while you are with him/her. 1 2 3 4 5
7. Do not be loud, boisterous, giddy, fidgety, act uncomfortable, moody, or attract undue attention. 1 2 3 4 5
8. Do not use unmannerly or foul language. 1 2 3 4 5
9. Do not talk about other dates you have had. 1 2 3 4 5
10. Do not act superior, rude, selfish, or immature. 1 2 3 4 5
11. Do not wear unacceptable clothing for what you will do. 1 2 3 4 5
12. Do not "come on strong", make advances, or act too forward. 1 2 3 4 5
13. Do not bore or "turn your date off", by your speech or actions. 1 2 3 4 5
14. Do not be disrespectful or inconsiderate of your date. 1 2 3 4 5
15. Do not violate the rules that have been set up by parents. 1 2 3 4 5
16. Do not violate each others principles of personal conduct. 1 2 3 4 5
17. Do not speak or act in any way that would cause others discomfort or inconvenience. 1 2 3 4 5
18. Do not let your emotions run away and cause behavior or consequences you will later regret. 1 2 3 4 5
19. Do not stuff yourself or act like you haven't eaten lately. 1 2 3 4 5
20. Do not take advantage of your date's pocketbook. 1 2 3 4 5
21. Do not allow your date to help plan an evening, date, or make any suggestions that could be of mutual interest. 1 2 3 4 5
22. Do not pry, push yourself, or snoop into your date's private or personal life. 1 2 3 4 5
23. Do not insist on always having your own way. 1 2 3 4 5
24. Do not display obvious physical attention in public. 1 2 3 4 5
25. Do not insist on going someplace where you know your date is not allowed to go. 1 2 3 4 5
26. Do not take off and leave your date for someone else during the date, or leave your date stranded with no ride. 1 2 3 4 5
27. Do not insult or embarrass your date. 1 2 3 4 5
28. Do not "cut down" your date's friends, parents, or ideas. 1 2 3 4 5
29. Do not force your own values, ideas, or opinions on your date. 1 2 3 4 5
30. Do not break a date to go out with someone else you like better. 1 2 3 4 5

610 - 39a

II. Development of self in relationship to others
    A. Relationship of interaction with others
        i. Effects of interaction among adolescents through the dating process

QUESTIONS TEENS ASK ABOUT DATING

1. At what age do you think a girl should start dating?
2. What are your guidelines for "mature" enough rather than "old" enough?
3. What kind of dating do parents of 13 - 15 year olds think is best - group dating, double dating, or single dating?
4. What are the "unacceptable" places to go or things to do on dates for 8th and 9th graders?
5. What do you think of girls our age going out with high school boys in the 10th, 11th, and 12th grades? How about vice versa?
6. Until what time should 13-15 year olds be able to stay out on week-nights, and on week-end nights?
7. At what age and for what occasions should teens be allowed to have mixed parties? Do they have to be chaperoned, why?
8. How much "say" should a girl have in making arrangements for a date?
9. Should your parents meet your date before you go out with him?
10. What do you do if your parents don't approve of your date, but you still want to go out with him?
11. Do you think a girl should be allowed to ride in a car when she first starts dating a guy?
12. What is your opinion on girls paying their way on dates or going, "Dutch Treat"?
13. What special times is it acceptable for a girl to pay her own way?
14. What should you tell a guy if you do not want to go out with him?
15. How would you break a date without causing too many hard feelings?
16. What should you do if you like a lot of boys and they all want to go out with you - if you do, will you be considered a "tramp"?
17. How much should parents ask and how much should you tell them about what you do on your dates?
18. Do you think it is proper for girls to call boys? Why?
19. Does a guy respect a girl more if she wears dresses rather than jeans?
20. In your opinion, what should make girls our age more attractive to the opposite sex?
21. What should you do if your date leaves you stranded?
22. What is your opinion of steady dating and when is steady dating o.k.?
23. Is it all right to kiss on a first date?
24. What should a girl do when she is out with a guy and he becomes quite aggressive?
25. How can you prevent your physical and emotional reactions from making you do something against your better judgment?
26. How can teens gain and keep the trust of their parents during the dating years?

610 - 40a

II. Development of self in relationship to others
    A. Relationship of interaction with others
        1. Effects of interaction among adolescents through the dating process

"DEAR DIARY, WHAT WOULD YOU DO?" DATING SITUATIONS

The White family consists of Dad, Mom, Peggy (age 14), and Jim (age 11). Read Peggy's diary entries. Circle the letter of the response you feel most satisfactorily solves the problem. Space is provided for your own solutions. There is no one right answer. Prepare to discuss and defend your answers.

1. Dear Diary,
   The Class Play is Friday, and how I'd like a date with the star. I'm sure he doesn't know that I exist. Guess I'll plan my strategy.

   A. I'll speak to him--just a pleasant hello--whenever I see him and smile too. He's bound to ask someone who I am.
   B. Joan has gone out with him. I think I'll ask her how she did it.
   C. I'll go and watch play rehearsals all week.
   D. John is a friend of his. I'll ask him to arrange the date.
   E.

2. Dear Diary,
   Well, I (or he) did it. We have a date for the cast and crew party after the Saturday performance. I asked Mom if I could have a new skirt and sweater as I've absolutely nothing to wear. She said, "no" because Jim needs a new coat this month.

   A. If Mother really had Peggy's interests at heart, she would squeeze enough money out of the food budget for a new outfit.
   B. Peggy could borrow a new outfit from a girl friend.
   C. Peggy and Mother could go through Peggy's wardrobe and find something that would be suitable. A new or different accessory or a shortened hem would make the garment look better and Peggy feel better.
   D. Peggy could charge something at the store. Mother wouldn't receive the bill until the middle of the month.
   E.

610 - 41a

3. Dear Diary,
   I had a wonderful time with Tom last night. At least I did have until it was time to go into the house. Diary, he asked me if he could kiss me. I got so flustered I didn't say anything and he didn't do anything. I ran into the house without even thanking him for the good time that I had. How am I going to face him today?

   A. Peggy tried to avoid seeing Tom.
   B. Peggy told her friend, Jane, about the problem and asked her advice.
   C. Peggy made a special point of going up to Tom. In a calm, cool, collected manner, she thanked him for the good time that she had had.
   D. Peggy decided to give up dating for awhile. She didn't think that she was ready for it.
   E.

4. Dear Diary,
I asked Tom to go the dance with me Saturday night. I know I should introduce him to the chaperones, but I'm not quite sure how. I wonder which way is the best.

A. Tom, I'd like you to meet Mr. and Mrs. White.
B. Mr. and Mrs. White, -- my date, Tom Grant.
C. Mr. and Mrs. White, I would like to introduce you to my date, Tom Grant.
D. Mr. and Mrs. White, I would like to present to you my date, Tom Grant.
E.

5. Dear Diary,
Yesterday Jeff asked me to the 9th grade Farewell Party and I accepted. Today Tom asked me. Diary, I would rather go with Tom.

A. Peggy should tell Jeff that something came up and she won't be in town that week-end.
B. Peggy should tell Jeff that she would rather go with Tom.
C. Peggy should go with Jeff and decide beforehand to have a good time and show him one, too.
D. Peggy should arrange to have Nancy go with Jeff, so that she can go with Tom.
E.

610 - 42a

6. Dear Diary,
The gang went to Joe's (hang-out) after tonight's meeting. I know that Mother and Dad wouldn't approve of my going there.

A. Peggy went along and hoped her parents wouldn't find out about it.
B. Peggy asked some of her more reluctant friends over to her house after the meeting.
C. Peggy was truthful. She said, "No, my parents wouldn't approve. I'll talk to them and maybe next time I can go."
D. Peggy was shocked about the gang's choice and she told them so.
E.

7. Dear Diary,
I heard some bad rumors today about Jane's behavior Friday night. If this gets around, it will really hurt her reputation.

   A. Peggy should tell Jane's friends about what she heard and let them pass judgment on Jane.
   B. Peggy should talk to Jane alone and ask Jane if what she heard was true.
   C. Peggy should let the rumor pass, not say anything about it and be a friend to Jane, as before.
   D. Peggy should find out who is spreading the rumor and try and stop it before it gets any further.
   E.

8. Dear Diary,
This is the biggest event in my life. Tom gave me his ring and we are going steady! I can't wait to go to school tomorrow and let everyone know. First, I'll have to get past Mom and Dad. I don't think they'll approve. I wonder what will be their main objection?

   A. You're too young to get married and going steady is a step in that direction.
   B. You'll get too serious with Tom and forget your home responsibilities and your school work.
   C. You'll change all those big plans you (we) had for your future.
   D. You'll limit your friends and activities by directing all your attention to one person.
   E.

9. Dear Diary,
I was right. They didn't like the idea. I'm glad that I foresaw some of their objections and could answer their questions. Which was my strongest argument?

   A. Going steady doesn't mean that we plan to get married.
   B. Tom hasn't much money for expensive dates.
   C. I can be the real me. We'll get to know each other's bad points as well as good ones.
   D. I won't have to worry about having a date for school functions.
   E.

II. Development of self in relationship to others
    A. Relationship of interaction with others
        1. Effects of interaction among adolescents through the dating process

LOVING RELATIONSHIPS

From the following pairs of statements, choose the statement you most agree with and defend your point of view.

1. Love begins with friendship and grows into a deeper, closer relationship.
2. It's possible to love someone the moment you meet them.

1. It's easier for a girl and boy just to be friends with no romance.
2. It's difficult for a girl and boy to be friends with no romance.

1. Dating is a time for trial and error; it's better to play the field.
2. Going steady is the best way to learn what love is.

1. If you change for someone, it shows you really love them.
2. If someone loves you, they accept you - faults and all.

1. It's perfectly natural to feel jealous if you love someone.
2. Jealousy doesn't exist in a true loving relationship.

1. Boys are usually more interested in the sexual aspects of love than girls.
2. Physical affection is as necessary to girls as it is to boys.

1. People in love are miserable when they're separated.
2. A couple should do things individually and see different friends.

1. Love usually occurs between people with a lot in common.
2. Opposites attract and complement each other.

1. People who love each other should always agree.
2. Disagreements are good for the relationship.

1. It's possible to love two people at the same time.
2. If you love someone, you must be loyal to them.

610 - 44a

Adapted from filmstrip, "Loving Relationships", 1973.

II. Development of self in relationship to others
   A. Relationship of interaction with others
      1. Effects of interaction among adolescents through the dating process

LOVE SCALE

Yes	No	
_____	_____	He (she) is truthful and honest with you.
_____	_____	He has told you things he likes about your appearance.
_____	_____	He listens with interest when you talk.
_____	_____	He tells you that he wants to live up to your expectations for him.
_____	_____	He tries to get you in a good mood when you are angry.
_____	_____	He does things for you.
_____	_____	He provides constructive criticism when you need it.
_____	_____	He tries to look attractive for you.
_____	_____	He tells you what behavior annoys him in you and other people.
_____	_____	He has taught you values and ideals in life.
_____	_____	He has given up on his own preferences when you go out on a date to do what you want to do.
_____	_____	He is not overdemanding, but considerate of your time and energy.
_____	_____	He has definite feelings about morals in regard to sex, and has expressed his views to you.
_____	_____	He has expressed his feelings by some physical affection.
_____	_____	He encourages you to try to succeed when you are discouraged about something.
_____	_____	He has discussed his thoughts and feelings about religion.
_____	_____	He consults you about major decisions (job, schooling, wardrobe, purchases).
_____	_____	He has told you that he feels free to discuss anything with you.
_____	_____	He has told you what he is most ashamed of in the past.
_____	_____	He has told you his favorite jokes, the kind he likes to hear.
_____	_____	You feel he (she) approved of you.
_____	_____	You feel that you get along well.
_____	_____	You feel that you understand each other.
_____	_____	You feel that you do not have to pretend you are something you are not with him.
_____	_____	You trust him completely.
_____	_____	You will do things or go places with him even though they do not particularly appeal to you.
_____	_____	You feel more cheerful when you are with him.
_____	_____	You feel free to talk about anything with him.
_____	_____	You feel safe with him.
_____	_____	You admire him.
_____	_____	The differences that come up between you do not spoil your love.
_____	_____	You respect and consider his opinions.
_____	_____	You have confided your strongest ambition to him.
_____	_____	You have a warm and happy feeling when you are with him.
_____	_____	You feel he is considerate and kind to you.
_____	_____	You have tried to live up to his ideals and expectations for you.
_____	_____	You consider him attractive.
_____	_____	You approve of his friends.
_____	_____	You have confided the pressures and strains of your life to him.
_____	_____	You have prayed for him.

610 - 45a

II. Development of self in relationship to others
A. Relationship of interaction with others
1. Effects of interaction among adolescents through the dating process

HOW DO YOU KNOW IT IS MATURE LOVE?

Encircle the number that best describes your feeling.

Key: 1 = Definitely no, 2 = Probably not, 3 = Not sure, 4 = I believe so, 5 = Definitely yes.

		Boy	Girl
1.	Do you find your love motivating you to make your loved one happy rather than leading you to seek your own happiness and satisfaction?	1 2 3 4 5	1 2 3 4 5
2.	Do you think of all the things you are planning in terms of "we" rather than just what you want? Do you feel you want to marry for "partnership"?	1 2 3 4 5	1 2 3 4 5
3.	Do you feel restful and at ease when you are together rather than being under a strain?	1 2 3 4 5	1 2 3 4 5
4.	Can you talk together for hours about all sorts of things without getting bored?	1 2 3 4 5	1 2 3 4 5
5.	Is there a sense of satisfaction in just knowing the other one is close by even though you may not be entertaining each other?	1 2 3 4 5	1 2 3 4 5
6.	Do you enjoy working together on a common project?	1 2 3 4 5	1 2 3 4 5
7.	Can you get a real sense of satisfaction out of discussing, even arguing, about something on which you differ?	1 2 3 4 5	1 2 3 4 5
8.	When you are in the company of someone of the opposite sex, do you tend to remember the person you say you love and feel a sense of nearness to him?	1 2 3 4 5	1 2 3 4 5
9.	Is there a strong physical attraction to the loved one?	1 2 3 4 5	1 2 3 4 5
10.	Do you admire the person for what (he/she) is and what has been accomplished in life?	1 2 3 4 5	1 2 3 4 5
11.	Are you proud to be seen with (him/her) in public and by your friends or relatives?	1 2 3 4 5	1 2 3 4 5
12.	Do you enjoy being together even when you are not experiencing love in a physical way?	1 2 3 4 5	1 2 3 4 5
13.	Do you believe your love could weather the storms of financial distress, sickness and serious misunderstanding?	1 2 3 4 5	1 2 3 4 5
14.	Do you share together devotion to common causes, goals and religious beliefs?	1 2 3 4 5	1 2 3 4 5
15.	Is (he/she) always striving to put you in a favorable light when you are out among friends? Does (he/she) get a kick out of "showing you off"?	1 2 3 4 5	1 2 3 4 5
16.	Is (he/she) always eager to tell you the experiences of the day and to get your opinion on (his/her) plans and problems?	1 2 3 4 5	1 2 3 4 5
17.	Has your love grown gradually to its present state?	1 2 3 4 5	1 2 3 4 5
18.	Is there a certain aspect of your love for this other person which is beyond your ability to describe or completely understand?	1 2 3 4 5	1 2 3 4 5
19.	Do you feel the person you love will meet your needs 25 years from now as much as or more than now? In other words, will your love stand the test of time?	1 2 3 4 5	1 2 3 4 5

610 - 46a

HOW DO YOU KNOW IT IS MATURE LOVE?, continued

	Boy	Girl
20. Do you see in this person the qualities you want in your children?	1 2 3 4 5	1 2 3 4 5
21. Do you love each other with equal intensity and are you sure your love is not one-sided?	1 2 3 4 5	1 2 3 4 5
22. Is your love for the other person essentially the same as the other person's love for you? (No feeling that it is of a very different sort?)	1 2 3 4 5	1 2 3 4 5
23. Is your present love more satisfying than any feeling you have had before in a relationship with the opposite sex?	1 2 3 4 5	1 2 3 4 5
24. Is your love for the other person unselfish and free from the idea that you may be using (him/her) in a selfish way?	1 2 3 4 5	1 2 3 4 5
25. When you are with the other person, do you experience feelings of elation, energy, completeness, fulfillment? Does your relationship make you a better person?	1 2 3 4 5	1 2 3 4 5
26. Are there times when in the presence of the other person you feel reverent as if you were in the presence of something sacred, something to which you want to give yourself, devote yourself, cherish and protect always?	1 2 3 4 5	1 2 3 4 5

Add the numbers you circled in your column for the purpose of evaluation.

SCORES:

Re-read all questions without 5 for an answer. Think about them carefully. Ask yourself if you answered them honestly. Questions with a 3 or less rating may cause many difficulties in your relationship.

610 - 47a

Comments:

II. Development of self in relationship to others
  A. Relationship of interaction with others
    1. Effects of interaction among adolescents through the dating process

THE LOVE IN YOUR LIFE

You say, "How could anyone love me?" Then someone does and suddenly you're great! You're someone special.

What is love? Love is what human beings are all about. You, Me. Your parents. Everyone you know. Everyone you see. Love has so many faces and so many forms that no two people describe love in the same way.

"Love is like sharing secrets -- something between two people that no one else has."

"Love is accepting each other with no defenses and no excuses."

"Love is discovering that when you make the other person happy, you make yourself happy."

"Love is when someone else is as important to you as you are."

"Love is willingness to become involved in another's life and to accept the responsibility which that involvement brings."

"Love is the discovery of your best self through another's eyes."

Affection, responsibility, trust -- these are important qualities of love. They apply just as well to the love of a child, the love of a parent, the love of a man, or the love of mankind.

610 - 48a

FROM BABYHOOD ON:

The tiniest baby wants love. Her need to be held and cuddled is as real as the ache of a young woman's first, unforgettable romance. Nor does the need to love and be loved diminish as life goes on. All people need love, if they are to live the best life they are capable of.

Perhaps the desire to love is the longing to escape the solitude of the self and make contact with other humans, and thereby with the role of humanity. To love is to join the human race.

You have been learning about love all your life and by now know quite a lot. Since infancy, with its self-centered demands of love, you have been expanding your ability to give love. Remember how tenderly you cared for your doll? Then, how it made you happy to share your school lunch with your best friend? As you grew older, you developed respect for the rights of others, compassion, understanding, and some insight about your own feelings and actions.

Now you are experiencing new feelings about love as your sexual being matures. Sometimes your longing to love and to be loved seems over-powering. And you have ideas and plans and worries which can only be shared with someone who understands the way you feel. When you want to be in love so much, it's easy enough to tell yourself you are in love.

IS THIS FOR REAL?

Sandra felt she was the ugly duckling of her family. She would never be as brilliant as her big brother, not as pretty as her sister, Carol. Then Dave came into her life and soon she was his girl. At last, she had self-confidence; at last, she felt important. But was it love?

The thing Joan loved most about Jerry was the snug, secure feeling of belonging he gave her. She never had to worry about having a date for a party or game. Everyone knew that she was Jerry's girl. It gave her social status. But was it love?

Liz wasn't doing well in school. Her parents had warned her that if she didn't improve her grades, she would have to go to summer school. Then she fell in love with Ted. He was all that really mattered. She couldn't possibly worry about school. All she could think of was Ted. It was a great excape -- but was it love?

There is an easy way to tell that these girls are not really in love; their feelings are directed inward instead of outward toward the other person. They show a need to be loved, but not a readiness to give love.

In a mature person, the desire to love is greater than the need to be loved, but it is the opposite in a child. As a child matures, so does her capacity to love. And this capacity for loving keeps on growing, all life long, if it is allowed to.

GIVING AND GETTING:

610 - 49a

Probably you know people who seem to be liked by everyone. If you try to analyze why, you will probably conclude that they are well liked because they are friendly people, warm and outgoing.

In the same way, in order to receive love, a person must be able to give love. What answers would you give to these three questions?

Are you honest with yourself? People pretend to be a little different from the way they really are at times, perhaps because they feel that their true natures are not very interesting or admirable. But when they are alone, mature people are able to face the things they dislike in themselves instead of hiding from them. To see how much you know about yourself, try to list your five biggest faults and give five of your best qualities.

Until you accept yourself as you are and are able to like yourself, you won't feel worthy of being loved. Nor will you be able to have the kind of honest, open relationship with another that leads to love.

Do you care about other people? Feeling concern and interest about other people, both younger and older than you are, is a step toward learning to love. To test yourself, try talking with your mother about her problems. Or listen to someone whose views do not agree with yours, and try to understand why instead of arguing. If you practice making an effort to accept people's differences without criticism or prejudice, you're a good way toward being able to truly love another.

Do you believe in life? This is not just hearts - and - flowers. Unless you believe that life has a meaning and that you have a reason for living, how can you commit yourself to love? If you are curious, active, enthusiastic -- happy to be alive -- you're the kind of girl who will find love and be able to return it.

He walks through the door and your knees turn to jelly. When he smiles, your breath stops. Unbelievably, he is asking you to dance. By the end of the evening the warmth of his hand and his crooked smile and the serious way he talks, have convinced you -- you're in love.

Love at first sight is very real -- for as long as it lasts. Love is a living thing and it never stays the same. It must be cared for so that it grows and deepens, or it will die.

What does it take to make love grow? What turns love-at-first-sight into a lasting, loving relationship?

Love needs affection. In addition to mutual pleasure in physical intimacy, there must be warmth, kindness, enjoyment of each other's company, a desire to make each other happy, comfortable, and secure.

Love needs admiration. This means admiring the other person and telling him so -- giving praise, giving encouragement, giving loyalty both in public and private. (There are lots of other people to point out short-comings).

Love needs believing. This means belief in the other's worth. Faith in people brings out their best qualities and helps them to reach their fullest capacities. This also means belief in the other's word. Distrust is destructive to any relationship, but especially to love. Love needs tolerance. If you love someone, you love him as he is, complete with faults and annoying habits and ideas you don't agree with. The desire to "improve" another is not love.

610 - 50a

Love needs generosity. People who love each other give freely of their time and their energy and their emotions to the other. When someone you love needs you, giving is never a sacrifice.

Love needs listening and talking. The lines of communication are never closed between two people in love. Talking freely and listening with an open mind is the way two constantly changing people continue to know and love each other.

You could make additions of your own to this list. One thing is sure: love is not a simple thing. Neither is it the same thing for everyone. It isn't a mysterious, remote thing either; you are involved in love every day. The qualities that contribute to lasting love between a man and a woman are the same qualities that make family relationships stronger and friendships more meaningful. You can practice them right now, while you're waiting for your own special love.

Adapted from Co-ed Magazine, 1970.

II. Development of self in relationship to others
  A. Relationship of interaction with others
    2. Significance of communication

GAMES AND ROLES PEOPLE PLAY

Everyone plays one or more of these games and roles. Each one masks and distorts the truth about the one most important thing people share with others -- SELF. The reasons why people play these games and roles are as follows:

1. to be noticed, for attention, and/or sympathy
2. to gain what others feel is popularity (reassurances)
3. are trying to cover up the feeling of inferiority
4. to go along with the crowd, are afraid to be left out
5. afraid to live up to own beliefs and just "be themselves"
6. cover up honest communications as we are afraid others may not accept us the way we are
7. escape from reality
8. lack self-confidence

Ask yourself, why am I playing these games? Which games do I play to a strong degree that may eventually harm me or others? What am I seeking? What am I hiding? What am I trying to win? Am I being dishonest with myself by playing this game? How can I stop playing this game?

ALWAYS RIGHT

This person rarely, if ever, loses an argument, even when the evidence is stacked up against him. He does not listen well and gives the appearance of expecting to learn little if anything from others. His self-esteem is threatened. His behavior indicates the opposite of what seems to be true. He has deep, even subconscious, doubts about himself and his opinions.

ALL HEART

We all have cruel inclinations at times, but this person is particularly horrified by his. This game is a subconscious compensation for his sadistic (cruel) tendencies. This person appears unable to be in touch with himself, to admit to hostile inclinations. He spends most of his energy denying the truth he cannot admit. This person is likely to be excessively tender to pets, gushing over children (Mommy's little darling). He follows his heart in all matters. His heart decides everything. Women are more inclined to play this game because our society programs them to believe that hostile or cruel emotions are especially horrifying in a woman.

BODY BEAUTIFUL

Physical vanity is a compensation for inferiority as a person. The beautiful or handsome person who plays this game keeps staring into the mirror on the wall or into any shiny surface for his own reflection. He cannot find deeper satisfaction in his own life.

BRAGGART

This game is an emotional and childish attempt to prove one's superiority. The braggart is usually a bully too. He wants to dominate others, either by words, or, if he feels sure of himself by physical strength. He wants to feel important and discovers nothing in himself that satisfies this need. He has a definite lack of self-esteem. We sometimes ask him: "Are you trying to convince us or yourself?" The answer is: both.

CLOWN

The clown is seeking some sort of recognition and attention. The sadness is that he thinks he can gain notice only by playing the fool. He may identify with his act and try to evade reality by taking nothing seriously. Clowning is sometimes an escape device. The clown doesn't know how to handle himself in a serious situation or how to react to sorrow, so he adopts an attitude of irresponsible gaiety. Clowning serves as an adequate defensive mask (like the mask of the circus clown) to prevent others from knowing who he really is. He would rather laugh and joke than face the firm realities of life.

COMPETITOR

The competitor must win at whatever he does. He makes everything a "win-lose" situation. He does not discuss; he debates. The triumphs that he seeks, so often at the expense of others, may be the outgrowth of deprived emotions or lack of approval in his early life. Insecurity causes him to question his worth and he is constantly trying to prove his worth in competition and rivalry. The need for recognition intensifies the drive to "get ahead". He feels hostility towards anyone standing in his way or surpassing him. In the end, he fails to prove his superiority and ends up in frustration. He cannot distinguish between himself as a person and his accomplishments.

CONFORMIST

This game is called "peace at any price" and the price is giving up individuality to others. The conformist cannot risk the non-acceptance of others. He is often praised for his willingness to "go along" but he pays a high price in repressed emotions. His unwillingness to disagree with the established opinion makes him anonymous to others. He usually develops some sort of psychosomatic symptoms because his subconscious mind eventually becomes overloaded with all that he has had to repress in order to be "the good guy who goes along with anything".

CRANK

The crank feels deprived of personal security. He feels less sure of himself when things go wrong and nurses a long list of pet peeves. He doesn't do very well in situations of strain and stress. He knows that others are aware of his low frustration point and this encourages him to continue this game.

CYNIC

The cynic feels that the world owes him something. Things have failed to turn out the way he wanted them to, so he takes his pains of disillusionment out on everyone. He cannot trust anyone. The whole system is corrupt. As long as he continues his role as cynic, he will not have to take an honest look at himself and he would not go through the pains of adjustment to reality. He has never learned empathy or tolerance and he has never experienced true affection for others. He is actually a very lonely person behind his "smirk".

DELUDED BY GRANDEUR

This game grows out of a mistaken sense of personal importance. The player has been programmed to portray to others a sense of importance. He is a name-dropper and tends to be "I - centered" in conversation. Like the braggart, he compensates for inadequate self-esteem. He always tries to protect the ego from humiliation. He likes dramatic deeds. He usually dreams about something great for which the world will remember him when he is gone.

DOMINATOR

The dominator has a strong desire to control the lives of others. Like most people who exaggerate their importance or wisdom, the dominator is bothered by subconscious feelings of inadequacy. Very often this person is so determined to feel adequate that he does not recognize his domineering ways. He usually explains his dominations as necessary, reasonable, and justifiable. As he tries to cover up his feelings of hostility, expressions of selfishness and thoughtlessness often occur.

DREAMER

The dreamer tries to "escape" from reality. He achieves great things in his fantasy world, where he receives recognition and honors. Very often his dreams are a substitute for achievement and represent some kind of compensation for his lack of success with and in the real world. The dreamer usually likes movies and stories because they contribute new settings and materials for future dreams. Eventually, he creates a comfortable world in which he can become "somebody". He cannot bring his ambitions into line with his abilities, so he has to compensate himself in fantasy for his disappointment in reality. He has an alibi to explain every failure. What he needs most is courage to accept himself as he is.

FLIRT

The flirt tries to gain attention for his ego. The flirt continues to play this game because he never cultivated any real emotional depth. Deeper relationships can result in security with increased self-knowledge and self-acceptance which the flirt is not ready to accept. Flirting is possible only when the emotions are trivial and superficial. No one wants to admit this about his emotions because deep human relationships can never be built on such emotions. This is a rather selfish kind of sport where there are many injuries. The first step to real emotional growth is when we admit to ourselves that we do flirt and then try to do something about it.

610 - 53a

DRINKER AND DOPE USER

The person who uses alcohol and/or dope is looking for a "way-out" of their present situations. They feel self-conscious and are definitely ill at ease with others. The game is a "crutch" for sociability, self-expression, the concealment of embarrassment, and the possibility of forgetting one's troubles. These people leave reality temporarily, but find it more difficult to return to reality and live with it after their "fling" or "trip" is over.

FRAGILE - HANDLE WITH CARE

The "fragile" person gives off many advance signals to others that he is delicate and needs to be handled with great caution. This person is ready with constant tears and is unable to accept responsibility and criticism. He cannot cope with life. His ego is sensitive and tender; remarks or gestures are often misinterpreted. The fragile person is hypersensitive because he places very little value on himself. The fragile person represents a regression to childhood, to a state of need and helplessness. If the game is played successfully, the person will never have to grow up or face the blood, sweat, and tears of real life. The fragile person expresses with his sudden tears and traumas what the child is saying with his kicking and screaming.

GOSSIP

The participant in the gossip game is unable to make full use of his own abilities. He is a defeatist at heart and feels sorry for himself because he cannot measure up to his own ideal. It is much easier to tear down others than lift one's self up by achievement. Lowering others seems to raise one's own status. Ben Franklin once said that if you want to know someone's faults, praise him to his peers. Gossiping can also be a salve for sensitive guilt feelings. We like to recite the misdeeds of others, so we won't have to feel so badly about our own misdeeds.

HEDONIST

The "pleasure before all" type person tries to hide his emotional immaturity by doing things "just for kicks". This person must have his pleasure and have it immediately. He does not think about what he does when he does it, why, or what the consequences of his actions may be. The inability to postpone pleasure eventually leads such a person to hurt many others.

..I...I

"Me, myself and I are the most important people in the world" to this person. Almost every statement begins with "I". All attention is directed to self and to what self wants. This person enjoys telling others about all his pains, aches, etc., without concern for anyone else. He is self-centered to the degree that no one else is important.

INFERIOR AND GUILTY

Inferior and guilty is a conflict between the actual self and the ideal self, between what one actually is and what one would like to be, between what one actually does or feels and what he thinks he should do or feel. With inferiority feelings, there is recognition of weakness and inadequacy. These people feel that others are better than they are. Consequently, they try to free themselves from inferior feelings by trying to get revenge or the upper hand. People with guilt feelings say, "I am not much good and I really deserve contempt and punishment for my failures".

INDECISIVE AND UNCERTAIN

It has been said that the greatest mistake a man can make is to be afriad of making mistakes. If no decision is made, nothing can go wrong; is the feeling these people have. Indecision and uncertainty are ways of hiding mistakes and responsibility. The only real mistake is not learning from our mistakes. People who are indecisive fear that they will lose respect if their decision turns out to be wrong. They play this game as a cover up for lack of self-esteem.

INFLAMMABLE - HANDLE WITH CAUTION

It is hard for most of us to believe this, but people who have "short fuses" and give forth loud noises are frequently reacting to something that does not really bother them. They let off steam and anger because they cannot really discuss and face the actual problem at hand. Feelings of hostility are smoldering in their subconscious.

INTELLECT - THE EGGHEAD

The role of the "intellect" is assumed by someone who is afraid of his emotions or is uncomfortable with them for one reason or another. Perhaps, he was programmed not to show them, to think that sentiment was weakness. Sometimes, too, a person finds himself unable to relate easily with others, to enjoy friendships, and so he resorts to his pose of intellectualism. Other people are more threatening than the learning process. The classroom is preferable to the cold, cruel world we have been taught to fear. The intellect would rather read about life than try to live. Library stacks can be a retreat from the headaches of daily living and they can provide isolation and the prestige of being a scholar. They can be an escape from social responsibilities whereby the "intellect" can hide from the competition involved in human relationships.

LONER

This is another escape pattern or game. This individual shuts himself off from others, lives alone and tries to convince himself that he likes it this way. By entering this kind of solitary confinement, he succeeds in evading all the most difficult challenges of human life and society. He assumes the attitude of smugness; he smirks at organizations, laughs at the poor "joiners", whom he looks upon with a pretended attitude of superiority and condescension. He keeps telling himself that he is superior to this sort of nonsense. He cannot relate easily to others so he plays his game to avoid failures in human relationships.

MARTYR

The persecution complex (paranoia) of the "martyr" is an emotional disorder characterized by many false suspicious beliefs. In the neurotic paranoiac the outstanding characteristic is suspicion. He suffers from what psychologists call "delusions of reference", which convince the paranoid that everyone is talking about him, that it rains on the day of his parade because God is holding something against him personally, etc. It is a feeling of being abused.

610 - 55a

The martyr complex grows out of an unstable self-evaluation and a failure to maintain a satisfactory degree of faith in others. Its expression is to blame others for our unhappiness. The paranoid is also aware of his own hostile feelings, but rationalizes them with his delusions. His desire is to attack others because he feels persecuted. Delusions in this way are simply attempts to create an imaginary situation in which the symptoms experienced within can appear rational and acceptable. The paranoid's capacity for rationalization is often remarkable and sometimes he succeeds in convincing others of the rationality of his behavior.

MESSIAH

This game calls for a little imagination (and a subconscious need to feel important). The Messiah thinks he is the savior of the human race. He thinks of himself as the "helper" and others as the "helped" in almost all of his relationships. Instead of urging others to use their own strength and wisdom, he dutifully lends out his. If he looks around his life, he will discover that he relates to very few people as equals.

The gain of the game is a rather large, expansive feeling and a long, well-memorized list of those whom he has helped. Basically, the Messiah has inferiority feelings and seeks to free himself from these by dominating others emotionally.

POOR MOUTH

This game is played by those who appear to be self-depreciating. The player talks himself down, perhaps in search of reassurances which assuage his "guilt feelings".

POUTER

The pouting game is played by emotional children. The pouter cannot sit down and openly discuss interpersonal problems, usually because his position or grievance is irrational and he secretly knows it. He can scourge others emotionally by his silence, sad looks, etc., without having to tell them what is bothering him. He can sulk without accepting the responsibility of having to explain why he is acting this way. An explanation might sound so silly that he knows the other person might laugh. He indulges in his own self-pity without working out difficult situations through communication.

PREJUDICE AND BIGOTRY

The prejudiced person needs some "out" for his emotional hostilities and feelings of insecurity. Prejudice arises from our anxieties, we feel insecure, and so we form around us an in-group as a kind of buffer of protection. Those outside of my "in-group" are thought to be a threat and menace. I lash out at them because I am somehow threatened by them. I cannot logically suggest why, but anyone who is not in my in-group is necessarily a threat to me if I am highly anxious and insecure.

PROCRASTINATOR

The procrastinator attempts to evade reality by postponing the things that should be done. The procrastinator has to deceive himself by unrealistic assurances, like, "I'll do my homework later", "I'll cut down on my smoking as soon as I can go on a vacation", "I'll start exercising when the weather gets better", "I'll start going to church again when I settle down and have my own family and children". Procrastinators try to escape into vague and unrealistic tomorrows.

610 - 56a

RESENTFULLY YOURS

When the born-loser type personality looks for a scapegoat for his own failure, he very often blames someone or something else; the Establishment, life, and the breaks. He resents the success and happiness of others because his own life, by comparison, is unhappy. He has been somehow deprived. We are all tempted to make our own failures understandable by explaining them in terms of something other than our own inadequacies. Unfair treatment by others, injustice, the conspiracy of circumstances, etc., make our failures look easier to face.

The resenter uses up all his energies resenting, and therefore, usually accomplishes very little. Sometimes it seems that the most vicious critics of anything (national government, school, church, etc.) are very often the ones who do nothing for the institutions which they criticize.

SEX-BOMB AND PREDATORY MALE

Most girls who play the "Sex-Bomb" game do so because they feel they have nothing else to offer but a provocative body. They want to gain male attention and desire to be popular. Besides this sad motive of reaching out for affection and attention, sometimes the "Sex-Bomb" is trying to reject her parents, to spite them.

"The Predatory Male" is usually an ego-hunter looking for some new trophy of conquest. His inferiority feelings are deep and he wants to compensate for them by trying to make conquests of the opposite sex.

SEX-BOMB AND PREDATOR MALE (continued)

The sadness of both "Sex-Bombs" and "Predatory Male" is that they are seeking some kind of human intimacy or nearness. Because personal closeness takes a long time and demands much honesty, and because these people feel totally inadequate to pay this price of true personal intimacy, they substitute physical intimacy. Those who play this game are usually so emotionally undeveloped that the Don Juan pattern claims them for life and they are unable to confer their love lastingly on anyone, if indeed, they are capable of love at all.

WORRIER

As a game, worry is an immature way to handle one's difficulties. The worrier usually gets on a treadmill, goes over the same grounds again and again, getting nowhere. (In the end, however, he gets ulcers.) He repeats useless statements of his problem, rehearses alternatives without reaching any decision and counts all the possible consequences of possible decisions again and again. The worrier would probably feel guilty for not doing anything constructive, so he does something; he worries. (Got a "term paper" coming up?)

610 - 57a

II. Development of self in relationship to others
    A. Relationship of interaction with others
        2. Significance of communication

GAMES AND ROLES COMMUNICATIONS QUIZ

Name ______________________________

Write the letter that best describes each game being played in the blank at the left of each statement.

_____ 1. Thinks he can gain attention and be noticed by playing the fool.
_____ 2. Escapes into fantasy when things become too uncomfortable.
_____ 3. Shuts himself off from others, because he is afraid others will not like him for what he is.
_____ 4. Must win at whatever he does.
_____ 5. Cannot sit down and discuss interpersonal problems. Sulks without accepting the responsibility of an explanation.
_____ 6. Tries to make himself better by cutting others down.
_____ 7. Personal conflict between what one is and what one would like to be.
_____ 8. Has a long list of pet peeves, which he makes known to others, especially when things to wrong for him.

A. Competitor
B. Clown
C. Crank
D. Dreamer
E. Gossip
F. Inferior and guilty
G. Loner
H. Pouter

610 - 58a

Circle T or F.

T F 9. A dominator is one who has a strong desire to control the lives of others.
T F 10. The conformist is one who must have pleasure immediately, like an emotional child.
T F 11. Typical words of a martyr are, "Mirror, mirror, on the wall....."
T F 12. An individual who plays "Always Right" rarely looses an argument, even when the evidence is stacked against him.
T F 13. The games people play are a cover-up for true feelings and behavior.
T F 14. Games are played as a cover-up for lack of self-confidence.

Circle T or F concerning the reasons for studying the "Games and Roles People Play".

T F 15. to determine what games we play.
T F 16. to identify which games could be harmful.
T F 17. to identify the underlying or hidden reasons why we play games.
T F 18. to achieve honest communication with self and others.

Circle the correct response.

19. Which statement is not a reason why people play games?
    A. Games are played to escape from reality.
    B. People are afraid to be left out, so go along with the crowd.
    C. Games are played to hurt others.

20. The game, "Drinker and Dope User" is a crutch for sociability and self-expression. Which of the following is another reason people have for playing this game.
   A. It makes them happy.
   B. It helps them forget their troubles.
   C. It helps them to be honest with self and others.

ANSWER KEY

1. B
2. D
3. G
4. A
5. H
6. E
7. F
8. C

9. T
10. F
11. F
12. T
13. T
14. T

15. T
16. T
17. T
18. T

19. C
20. B

610 - 59a

II. Development of self in relationship to others
B. Responsibilities of behavior for social health on self and future generations
2. Effects of alcohol on the relationship of self to interaction with others

THINKING ABOUT DRINKING?

Circle T or F.

T F 1. Alcohol is a drug.
T F 2. Alcohol is a food.
T F 3. In the body, alcohol is digested just as a food.
T F 4. In the body, alcohol is burned up just as is food.
T F 5. Because it is a stimulant, alcohol tends to pep a person up.
T F 6. Everyone's body reacts the same way to the same amount of alcohol.
T F 7. Alcoholic beverages are fattening.
T F 8. Alcohol in any quantity damages organs in the human body.
T F 9. A person can die of alcohol poisoning.
T F 10. All alcoholic beverages are equally strong.
T F 11. Liquor taken straight will affect you faster than liquor mixed with water or soda in a highball.
T F 12. You'll get drunker on vodka, gin or rum than on the same amount of whiskey.
T F 13. Switching drinks will make you drunker than staying with one kind of alcoholic beverage.
T F 14. You can sober up quickly by drinking black coffee and dousing your head with cold water.
T F 15. It's risky to drive a car right after having a drink.
T F 16. Drunkeness and alcoholism are the same thing.
T F 17. Anyone who drinks at all is likely to become an alcoholic.
T F 18. Alcoholics can be helped.
T F 19. There are certain symptoms to warn people that their drinking may be leading to alcoholism.
T F 20. A person's emotions affect his drinking behavior.
T F 21. If the person has eaten before drinking, the alcohol will reach the brain at a slower rate than if the drink were taken on an empty stomach.
T F 22. Alcoholic beverages will affect an individual weighing 150 pounds faster than an individual weighing 110 pounds.
T F 23. Wine affects an individual faster than liquor, such as brandy.

610 - 60a

ANSWER KEY

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. F
9. T
10. F
11. T
12. F
13. F
14. F
15. T
16. F
17. F
18. T
19. T
20. T
21. T
22. F
23. F

HOW DO YOU FEEL ABOUT???

"No drinking should be the rule for everyone, teenagers and adults alike."

"Teenagers can't handle alcohol; they should wait until they're 18 to drink."

"Teenagers should learn to handle alcohol; the best place for this is in the home."

"Teenagers should learn, on their own, to drink moderately; any young person can handle one drink."

"Adolescence is too late to start; young children should be allowed sips of wine or beer with their parents."

A teenager who is allowed to drink at home should be allowed to drink anywhere.

If the parents are non-drinkers, the children should be non-drinkers.

A teenager under age 18 is planning a party and wants to serve beer.

A teenager is the only non-drinker at a party and everyone is urging him to have a drink.

What does a boy do when it is time to leave the party and drive his date home when he is feeling "high" (from alcohol)?

What does a girl do when she sees her date getting "high" (from alcohol) at a party?

What should a boy do when his parents ask him where he is going when he is heading for a beer party?

What should a boy do when his date is drinking more at a party than she can handle?

What would you do if you are half-way through a second drink and suddenly feel the room spinning?

If you choose to drink, what are some of the things you should know? (legal age, use and abuse, risks, respect or self and non-drinkers, etc.)

610 - 61a

II. Development of self in relationship to others
B. Responsibilities of behavior for social health on self and future generations
4. Effects of venereal diseases on the relationship of self to interaction with others

PRE-TEST - VENEREAL DISEASES

Name ______________________________

Circle T or F.

T F 1. When an individual gets a venereal disease, that is his business and no one else need be concerned.
T F 2. Only poor people get venereal diseases.
T F 3. Venereal disease organisms are present in many people and break out when they do something bad.
T F 4. An infected person should always seek treatment and tell who his sex contacts were.
T F 5. Syphilis and gonorrhea are very dangerous diseases to the individual and to society.
T F 6. There are laws set up to prevent and control VD.
T F 7. Sex contacts are the principle way of getting a venereal disease.
T F 8. There is no relationship between promiscuity and veneral diseases.
T F 9. Syphilis is often gotten from door knobs, drinking glasses, and toliet seats.
T F 10. The present VD problem was brought about because there are so many soldiers and sailors traveling over the world.
T F 11. If one wants to protect himself from venereal disease, it is a good idea to wipe off a toilet seat before using it.
T F 12. When the symptoms of venereal diseases disappear, it means the disease is cured.
T F 13. Mothers with syphilis can pass it on to their unborn infants.
T F 14. Gonorrhea is a simple kind of syphilis.
T F 15. Once a person has been cured of VD, he cannot become infected with it again.
T F 16. VD prevention and control is everybody's business.
T F 17. Effective treatment and cures do not necessarily mean that VD will be wiped out.
T F 18. Venereal diseases are hereditary.
T F 19. If one finds he has a venereal disease, he should try to protect others to whom he may have passed it to and not tell on them.
T F 20. People do not have to fear venereal diseases becuase an effective treatment is available.
T F 21. Ignorance about VD increases the probability of its spread.
T F 22. VD control programs are an investment rather than an expenditure of public funds.
T F 23. VD represents a breakdown of responsible standards of behavior.
T F 24. Ideas about sex among people have a lot to do with VD problems.
T F 25. Laws should be passed prohibiting VD and to punish those who get the diseases.
T F 26. The venereal diseases do not cause much death or disability or economic loss, but they are a great nuisance.
T F 27. Venereal disease prevention and control measures are affected by people's attitudes toward sex and sexual behavior.
T F 28. A person can be infected with syphilis and gonorrhea at the same time.
T F 29. The symptoms and signs of the venereal diseases are not always obvious to the infected person.

610 - 62a

PRE-TEST - VENEREAL DISEASES, continued

T F 30. There is not much reason for young people to be concerned about the venereal diseases.
T F 31. The venereal diseases are not hereditary, even though they may be passed from the mother to her unborn child.
T F 32. The venereal diseases can be treated at any stage and the damage resulting before treatment can be repaired.
T F 33. Because the venereal diseases are so serious, it is very easy to get infected persons under treatment and care.
T F 34. Gonorrhea is more easily diagnosed than syphilis as it requires only a simple blood test.
T F 35. Syphilis and gonorrhea are different stages of the same disease.
T F 36. Syphilis is generally spread by sexual contact.
T F 37. Gonorrhea is spread by sexual contact, but at the same time, it can be spread by coming in contact with contaminated clothing, towels, toilet seats, and other such objects.
T F 38. A person cannot become infected with syphilis and gonorrhea at the same time.
T F 39. Once an individual has had syphilis or gonorrhea, he cannot get it again.
T F 40. There is no vaccine or immunizing agent against syphilis or gonorrhea.
T F 41. Usually the first sign of syphilis is a painless sore appearing at the place of infection.
T F 42. The signs and symptoms of both syphilis and gonorrhea are always quite obvious to the infected individual.
T F 43. Only the genital or reproductive organs are affected by VD.
T F 44. Gonorrhea can cause arthritis, blindness, sterility, and heart trouble.
T F 45. It is much easier to detect VD in women than in men.
T F 46. The disease organisms that cause syphilis cannot live long outside the human body.
T F 47. One person can be the cause of several hundred cases of VD.
T F 48. Syphilis rather than gonorrhea is more likely to cause insanity.
T F 49. A doctor can cure VD by using treatments of penicillin.
T F 50. A druggist can give you medicine that will cure VD.

ANSWER KEY

1. F
2. F
3. F
4. T
5. T
6. F
7. T
8. F
9. F
10. F
11. F
12. F
13. T
14. F
15. F
16. T
17. T
18. F
19. F
20. F
21. T
22. T
23. T
24. T
25. F
26. F
27. T
28. T
29. T
30. F
31. T
32. F
33. F
34. F
35. F
36. T
37. F
38. F
39. F
40. T
41. T
42. F
43. F
44. T
45. F
46. T
47. T
48. T
49. T
50. F

610 - 63a

II. Development of self in relationship to others
  - B. Responsibilities of behavior for social health on self and future generations
    - 4. Effects of venereal diseases on the relationship of self to interaction with others

Title: WHAT TEENS SHOULD KNOW ABOUT VENEREAL DISEASE AND WHY

Subject: Personal Development

Performance Level: Beginning -- Junior High

Purpose: Venereal disease is once again a major health problem. This programmed lesson is to be used as an introduction to a larger unit on venereal disease.

Producer: Mrs. Nancy Holman, Instructor
James B. Conant Junior High
Neenah, Wisconsin 54956

Date Produced: March, 1972

TO THE TEACHER

Unifying Area: Personal and Family Relationships

Level: Junior High Beginning Level

Major Concept: Relationship of perception of self to perception of others

Major Objective: Comprehends the relationship of self to interaction with others.

Major Generalization:

SELF-PERCEPTION affects INTERACTION with others.

PEER GROUP ATTITUDES, VALUES AND SELF-PERCEPTION influence INTERACTION with others.

610 - 64a

Supporting Concept:

Responsibility of teens for preventing the spread of venereal disease

Identification of symptoms of venereal disease

Supporting Objectives:

The student will be able to understand his responsibility to his peer group in regard to venereal disease.

The student will learn the facts concerning venereal disease which may help with decisions in interaction with others.

The student will be able to recognize symptoms of venereal disease.

Supporting Generalizations:

Responsible students understand the importance of preventing venereal disease.

A knowledge of the facts concerning venereal disease may help students form attitudes that will help curb the spread of venereal disease.

WHAT TEENS SHOULD KNOW ABOUT VENEREAL DISEASE AND WHY, continued

Introduction to Unit:

This is a programmed unit. This unit is different from other units that we have used. This unit will enable you to teach yourself with some assistance from the teacher.

In this unit, small steps will teach you. Each step is called a frame. Each frame is numbered. The program will not make sense if you skip around. You must read and answer each frame before going on to the next frame.

Directions for Use of the Program:

Using the sample items, follow this procedure:

1. Place the slider provided on a piece of paper over the left hand column. In this column are the responses.
2. Read item 1 and write your answer on the response sheet. More than one word might be required in your answer. Don't peek at the answers before you write your response -- you don't learn that way. This is not a test, so don't get upset if you make errors. Just work at your own pace.
3. Be certain you have a correct response before continuing.
4. Continue this procedure for the rest of the program.

SAMPLE:

The purpose of this programmed unit is to help you become aware of the facts concerning venereal disease.

1. After completing this unit, your knowledge of ________ ________ may have increased.

Write your response in the blank. Now move your slider down, check response and go on to item 2.

1. venereal disease	In this unit it is important to understand each item before proceeding to the next. 2. It is ________ to understand each item before moving on to the next one.
2. important	If you have any questions, now is the time to check with your teacher.

INTRODUCTION

For centuries the venereal diseases have troubled mankind in one part of the world or another. Experts disagree as to whether syphilis occurred in Europe before the return of Christopher Columbus in 1493 from his first trip to the New World. At any rate, there was an epidemic of syphilis in Europe and neighboring continents toward the end of the 15th century.

Syphilis has killed millions of people and crippled millions more in epidemic outbreaks.

Surprisingly, the venereal diseases which infect millions of Americans, do not always frighten the person who has just contacted them. Recently acquired venereal disease can usually be treated quickly and cured completely.

	Monthly statistics indicate venereal disease is on the increase in the Fox Cities. 1. Statistics show ________ ________ is on the increase.
1. venereal disease	The word, venereal, comes from the Latin name Venus, who was the goddess of love in Roman mythology. 2. Venereal comes from the Latin name ________.
2. Venus	Since venereal diseases are spread by contacts between lovers, they were named for the goddess of love. 3. Venereal diseases are spread by ________ between lovers.
3. contacts sexual acts lovemaking	Some diseases can be spread through the air by coughing or sneezing. A disease spread in this way is the common cold. 4. Some diseases are spread through ________ ________.
4. the air	Other diseases may be passed to others through infected milk, water or food. An example of this type of infection is tuberculosis or typhoid fever. 5. Diseases may be passed through infected ________, ________ or ________.
5. milk water food	Venereal diseases are passed along almost entirely by sexual contact. 6. Venereal diseases are spread by ________ ________.

610 - 66a

WHAT TEENS SHOULD KNOW ABOUT VENEREAL DISEASE AND WHY, continued

6. sexual contact

Venereal disease is caused by germs that cannot live if dried or if heated to temperatures different from that of the human body.

7. Venereal disease germs ________ live outside the human body.

7. cannot

Any person from any background can catch the venereal diseases from sexual contact with an infected person.

8. Venereal disease may be contacted by ________.

8. any infected person

Most venereal disease is the result of ignorance. In the United States over 4,000 teenagers and nearly 7,000 persons between the ages of 20 and 24 are reported annually to have venereal diseases.

9. Most venereal disease is the result of ________.

9. ignorance or lack of knowledge

It is a serious thing to become infected with a venereal disease. It may affect your future.

10. Venereal disease may affect ________ ________.

610 - 67a

10. your future

Venereal disease may prevent you from having children of your own by causing you to become sterile.

11. Venereal disease may ________ you to become ________.

11. cause sterile or unable to have children

A knowledge of venereal disease should accomplish two purposes:

A. If you are unfortunate enough to become infected, you may be able to recognize its presence.
B. Knowing the consequences of these diseases will give you information for decisions on avoiding exposure to them.

12. Knowledge of the ________ is an assist in decision making.

12. disease

Nearly all venereal diseases can be prevented by avoiding exposure to them.

13. One can prevent venereal disease by avoiding ________.

WHAT TEENS SHOULD KNOW ABOUT VENEREAL DISEASE AND WHY, continued

13.	exposure	The two most common types of venereal diseases are syphilis and gonorrhea. 14. The two most common types of venereal diseases are ________ and ________.
14.	syphilis gonorrhea	Syphilis affects the whole body. It is caused by a cork-screw shaped germ called a spirochete (SPY' ro-keet) which can only live in the human body. The specific name of the germ is Treponema pallidum. 15. Syphilis is caused by a ________.
15.	spirochete or germ or Treponema pallidum	In the first few weeks, spirochetes from sores can be identified with a special microscope. In later stages the presence of the disease can be proved only by a blood test. 16. In later stages of the disease, its presence can be detected only through a ________ ________.
16.	blood test	There are over 100,000 cases of syphilis reported annually with ten times as many unreported. Among the new cases are babies born with syphilis, having been infected by their mothers before birth. This is known as congenital syphilis. 17. Congenital syphilis is the name given to venereal disease infecting a ________ before birth.
17.	child	Syphilis is actually two diseases, an acute highly infectious disease spread by contact between individuals and a chronic disabling one. This later form develops in ten to twenty years if the initial infection is not recognized and treated. 18. Syphilis is actually two diseases, one ________ and ________ and one chronic.
18.	acute or severe infectious or contagious	Syphilis can produce serious heart disease, blindness, paralysis and insanity. There is a period of severeal months just after infection when the victim may infect others ensuring further spread of the disease. 19. There is a period of ________ after infection during which the ________ may be spread.

610 - 68a

19. several months or time disease or infection	The body reacts against syphilis but not strongly enough to defeat it; fortunately, penicillin properly used can control and cure the disease. The treatment must be prompt to prevent the spread of infection. 20. Properly used _______ can cure and control syphilis.
20. Penicillin	The venereal disease, gonorrhea, is even more widespread than syphilis and is becoming more so, especially among younger people. 21. More young people have _______ than syphilis.
21. gonorrhea or "clap"	It is caused by a germ called gonococcus, a microscopic parasitic plant. 22. Gonorrhea is caused by a _______ _______ plant.
22. microscopic parasitic	The gonococcus gets its nourishment from human tissues, preferring a particular kind of cell to all others. The tissues lining the mouth, rectum, and sex organs are made up of cells that are particularly delicate and easily destroyed. 23. Gonococcus gets its nourishment from _______.
23. human cells or tissues	Normally, gonococcus affects only the sex organs causing a local inflammation. 24. Gonococcus normally affects _______ _______.
24. sex organs or mucous membranes	If untreated, the inflammation may produce changes in the genital tract of men and women causing them to become sterile. 25. The inflammation and infection may cause both _______ and _______ to become sterile.
25. men, women or males, females	Gonorrhea makes its presence known in males by attacking the urethra or urinary passage, causing a painful burning sensation and a visible discharge. 26. In a male, the disease produces a _______ _______ and a _______ _______.

WHAT TEENS SHOULD KNOW ABOUT VENEREAL DISEASE AND WHY, continued

26. burning sensation visible discharge	In females, gonorrhea produces no signs or symptoms and may remain undetected. 27. The disease may remain ________ in ________.
27. undetected or unknown females or girls	Penicillin treatment can cure gonorrhea and prevent lasting damage to the body. Early diagnosis and treatment are of great importance. 28. Early diagnosis and ________ are of ________ importance.
28. treatment or care or help great or utmost	Young people must not allow fear or shame to prevent them from telling a parent or doctor of their infection. Delay may result in permanent damage to the individual or may cause it to spread to other people. 29. Fear or shame must not prevent people from telling a ________ or doctor of their infection.
29. parent or adult	Remember, the main preventive measure in venereal disease is to avoid promiscuous sexual contact. The more contacts you have, the greater are your chances of contacting the disease. 30. The main preventive measure is to avoid promiscuous ________ ________.
30. sexual contacts or "making out" or lovemaking	The following statements about venereal disease are either true or false, indicate which. 31. Venereal diseases are highly contagious. 32. Gonorrhea is difficult to recognize in females. 33. Early diagnosis and treatment of venereal disease is important. 34. Anyone may contact venereal disease.
31. true 32. true 33. true 34. true	

610 - 70a

II. Development of self in relationship to others
  B. Responsibilities of behavior for social health on self and future generations
    4. Effects of venereal diseases on the relationship of self to interaction with others

SOCIAL HEALTH - VENEREAL DISEASE

Name ______________________________

Place the letter of the correct answer in the blank to the left of each question.

_____ 1. The germ which causes gonorrhea is
_____ 2. The germ which causes syphilis is
_____ 3. Inability to mother or father a child is
_____ 4. The first sign of syphilis, painful sore is
_____ 5. The state of having contracted a disease is
_____ 6. A cure for venereal diseases is

A. Acute
B. Chancre
C. Contract
D. Gonococcus
E. Infected
F. Penicillin
G. Spirochete
H. Sterile

Circle T or F.

T F 7. The germ which causes gonorrhea is called a chancre.
T F 8. One of the most common signs of gonorrhea in males is a rash which often resembles measles.
T F 9. If gonorrhea is not cured, it may cause sterility.
T F 10. Doctors often use a blood test to diagnose cases of gonorrhea.
T F 11. Gonorrhea, if left untreated, may develop into a serious case of syphilis.
T F 12. When a person is cured of gonorrhea, he becomes immune to the disease in the future.
T F 13. Gonorrhea is a far more widespread disease than syphilis.
T F 14. Women generally know whether or not they have gonorrhea.
T F 15. It is impossible to have both syphilis and gonorrhea at the same time.
T F 16. When a patient is infected with gonorrhea, a routine physical examination by a doctor will reveal the disease.
T F 17. A doctor can diagnose syphilis through the use of a blood test.
T F 18. Syphilis is a less common and less destructive disease than gonorrhea.
T F 19. When a person has syphilis, the chancre appears in the genital area only.
T F 20. A discharge of pus and painful urination are common signs of syphilis.
T F 21. When the early signs of syphilis disappear, there is no danger of any long-term effects of the disease.
T F 22. Syphilis, if left untreated, may result in blindness, insanity, or death.
T F 23. The chancre will not go away without some kind of medical treatment.
T F 24. After all the signs of syphilis are gone and the disease has not been treated, syphilis is incurable.
T F 25. The use of birth control pills prevent venereal diseases.

610 - 71a

Circle the correct response.

26. When gonorrhea germs invade the body
  A. a man may become sterile, but not a woman.
  B. a woman may become sterile, but not a man.
  C. either a man or a woman may become sterile.

27. Drops of medicine are put into the eyes of new babies to protect them against
  A. syphilis.
  B. gonorrhea.
  C. both syphilis and gonorrhea.

28. Women with syphilis can pass it on to someone
    A. about as long as men can.
    B. longer than men can.
    C. only about two years.

29. It is never too late to treat a case of syphilis
    A. and repair the damage it has done.
    B. and prevent it from doing any damage.
    C. but the damage it has done cannot be repaired.

30. A person who has syphilis and never sees a doctor, but who takes very good care of himself probably will
    A. recover just as he would get over a cold.
    B. not have any ill effects from it.
    C. have syphilis until he dies.

31. If you know what to use, you
    A. can probably treat yourself for syphilis or gonorrhea without danger.
    B. are still risking your life if you try to treat yourself.
    C. can treat yourself safely if you know how to use it.

32. If you have syphilis, you are likely to recover completely if you

    A. have some natural immunity.
    B. get lots of rest, fresh air, and proper food.
    C. get medical treatment.

33. If a pregnant woman is treated for syphilis, the baby
    A. will have a better chance to survive.
    B. must be treated soon after it is born.
    C. probably will be injured by the treatment.

34. People who have had recent sexual contact with a person who has infectious syphilis should be treated
    A. only if they develop sores that suggest syphilis.
    B. whether or not they have any signs or symptoms of syphilis.
    C. only if their blood test is positive.

35. You can
    A. not get syphilis as long as you have gonorrhea.
    B. not get gonorrhea as long as you have syphilis.
    C. have both syphilis and gonorrhea at once.

36. You can be vaccinated or get immunity shots for
    A. syphilis but not for gonorrhea.
    B. gonorrhea but not for syphilis.
    C. neither syphilis nor gonorrhea.

37. You can catch
    A. syphilis any number of times, but gonorrhea only once.
    B. gonorrhea any number of times, but syphilis only once.
    C. both syphilis and gonorrhea any number of times.

38. If you have syphilis, you may not know what it is,
    A. but you will always know for sure by the way you feel that there is something wrong with you.
    B. or even that there is anything wrong with you.
    C. but you would always know it if you had learned its signs and symptoms.

39. The signs and symptoms of syphilis:
    A. are always painful in both women and men.
    B. are often hidden and painless.
    C. always include sore throat, rash, and fever.

40. Which is true?
    A. If you look closely enough, you can always tell if a person has syphilis.
    B. If you know what to look for, you can usually tell if a person has a venereal disease.
    C. You can never tell by looking at someone whether or not the person has VD.

41. The signs and symptoms of syphilis
    A. often imitate those of other diseases.
    B. cannot be mistaken for anything but syphilis.
    C. are always the same and always appear on the sex organs.

42. The first sign of syphilis
    A. may appear almost anywhere on the body.
    B. is always on or around the sex organs.
    C. can always be seen in men, but never in women.

43. If you thought you had signs of syphilis or gonorrhea, you should
    A. wait to see if the signs go away.
    B. get a routine physical examination.
    C. tell a doctor what you suspect and why.

610 - 73a

44. If your blood test is negative
    A. you may have syphilis.
    B. you certainly do not have syphilis.
    C. you have gonorrhea.

45. The real cause of VD is always
    A. misbehavior.
    B. unsanitary living conditions.
    C. disease germs.

46. Under certain conditions, VD may be passed from a person who has it to one who does not through
    A. sexual contact, but not kissing or petting.
    B. sexual contact, including kissing, but not including petting.
    C. any intimate skin-to-skin contact.

47. If a man gets syphilis and is not treated, how long after he is infected can he pass the disease to someone else?
    A. The first 90 days only.
    B. From 6 weeks to 6 months.
    C. Two years.

48. If a man and a woman were both infected with gonorrhea on the same day, which would be more likely to discover first that something was wrong?
    A. The man.
    B. The woman.
    C. One as likely as the other.

49. The most likely reason for a woman to be examined for a venereal disease is that
    A. she has noticed symptoms.
    B. she is worried about having been exposed to one of the diseases.
    C. she has been named as a contact by someone being treated for venereal disease.

50. Sterility, the inability to become a father or mother
    A. may be caused by many things, but not by syphilis.
    B. is never likely to be caused by gonorrhea or syphilis.
    C. may be caused by untreated syphilis or gonorrhea.

51. If a baby caught syphilis from another member of it's family 4 years after that person was infected, that family member would be
    A. it's father.
    B. it's mother.
    C. a brother or sister.

52. Syphilis can be cured
    A. in any stage, and the body will be as good as new.
    B. in any stage, but any damage it has done remains.
    C. only in the early stages of the disease.

610 - 74a

53. Even if you have not been treated, when the sores of syphilis disappear you can
    A. stop worrying about syphilis.
    B. start worrying about syphilis even more.
    C. stop worrying about syphilis and start worrying about gonorrhea.

54. If a woman thought she might have gonorrhea, the best way for her to find out would be to
    A. wait until her male partner got it, was examined, and identified her as the contact.
    B. go to a doctor and ask to be examined for gonorrhea.
    C. get a blood test.

55. If a husband and wife each had a blood test for syphilis before getting married and their blood tests were both negative, the wife
    A. should have two more blood tests each time she becomes pregnant.
    B. never needs to worry again about passing syphilis on to her children.
    C. can be certain she does not have syphilis.

56. If a person does not have the germs of syphilis or gonorrhea in his body and if he does not have intimate contact with an infectious person, what chance does he have of catching a venereal disease?
    A. About the same as catching any other disease.
    B. Very slight.
    C. Very great.

57. The sypmtoms of gonorrhea
    A. are likely to be noticeable and painful in a man, but hidden and painless in a woman.
    B. are likely to be noticeable and painful in either a woman or a man.
    C. are likely to be noticeable and painful in a woman, but hidden and painless in a man.

58. Women who have been exposed to gonorrhea or syphilis will probably be treated quicker if they
    A. go to a doctor and ask for an examination for VD.
    B. go to a doctor and ask for a thorough check-up.
    C. are named as contacts by a man being treated for a venereal disease.

ANSWER KEY

1. D
2. G
3. H
4. B
5. E
6. F

7. F
8. F
9. T
10. F
11. F
12. F
13. T
14. F
15. F
16. F
17. T
18. F
19. F
20. F
21. F
22. T
23. F
24. F
25. F
26. C
27. A
28. B
29. C
30. C
31. B
32. C
33. A
34. B
35. C
36. C
37. C
38. B
39. B
40. C
41. A
42. A
43. C
44. A
45. C
46. C
47. C
48. A
49. C
50. C
51. B
52. B
53. B
54. B
55. A
56. B
57. A
58. C

610 - 75a

II. Development of self in relationship to others
    B. Responsibilities of behavior for social health of self and future generations
        4. Effects of venereal diseases on the relationship of self to interaction with others

UNIT TEST ON SOCIAL HEALTH

Name ______________________________

Total Points _________ Correct Responses _________ Grade Earned _________

Write the letter of the best term from Column II beside the number of the definition in Column I.

Column I	Column II
_____ 1. Drugs that make the user alert and full of energy are	A. Depressants
_____ 2. Drugs that slow down the control centers of the brain are	B. Emotional dependence
_____ 3. A need for a drug to feel "good" or to keep from being in a bad mood is	C. Flashbacks
_____ 4. The body gets used to the drug, so it takes more of it to get the effect the user wants, refers to	D. Physical dependence
	E. Stimulants

Circle T or F.

T F 5. Switching drinks will make an individual drunker than staying with one kind of alcoholic beverage.
T F 6. In the body, alcohol is burned up in the same way as food is.
T F 7. Wine affects an individual slower than liquor, such as brandy.
T F 8. Because alcohol is a depressant, it tends to pep up an individual.
T F 9. Because alcohol contains calories, it is a food.
T F 10. A drunken individual can sober up fast by dousing his head with cold water.
T F 11. Syphilis and gonorrhea are spread by coming into contact with contaminated clothing, drinking glasses, and toilet seats.
T F 12. When the signs and symptoms of syphilis and gonorrhea go away without treatment, the individual is cured.
T F 13. It is much easier to detect venereal diseases in women than in men.
T F 14. An individual can be infected with both syphilis and gonorrhea at the same time.
T F 15. Venereal diseases cause damage to body tissues that CANNOT be repaired.
T F 16. Syphilis can be transmitted from a mother to her unborn child.
T F 17. A vaccine has been discovered that gives an individual immunity to venereal diseases.
T F 18. The disease organisms that cause venereal diseases cannot live long outside the human body.

610 - 76a

Cigarette smoke contains a variety of poisonous substances which are absorbed into the body of the smoker. Circle T or F concerning the poisonous substances found in cigarette smoke.

T F 19. Formic acid causes a swelling when certain insects sting an individual.
T F 20. Influenza, a mild virus disorder.
T F 21. Bronchitis, a disease with painful swelling of the bronchial tubes in the lungs.
T F 22. Aldehydes, the substances morticians use when they embalm a body.
T F 23. Nicotine, the substance commonly used in insecticides.

UNIT TEST ON SOCIAL HEALTH, continued

Sixteen year old Tanya got drunk at her friend's 18th birthday party. What should she do? Circle T if you think the statement is a wise suggestion or F if you think the statement is an unwise suggestion.

T F 24. Hope she will sober up in an hour before the party ends.
T F 25. Call a cab to take her home.
T F 26. Ask her friend, who is quite "high", to drive her home immediately.
T F 27. Make up a story when she gets home about being forced to drink alcohol when she didn't want to.
T F 28. Call home and explain to her parents, so they will not loose trust in her for future parties.

Janet is a shy individual who wants to be "one of the group". This group has been known to experiment with drugs. Circle T if you agree with the suggestion for Janet or F if you disagree with the suggestion.

T F 29. A well-adjusted, mentally healthy individual does not need drugs.
T F 30. Withdrawal sickness happens when an individual is depressed and takes drugs.
T F 31. Hallucinogens cause "good trips" whenever they are taken which will help Janet forget her shyness.
T F 32. Tell Janet that individuals who use mind drugs are emotionally dependent on drugs and are unhappy individuals.

610 - 77a

Circle the best choice for each of the following statements or questions.

33. The best way to avoid catching syphilis and gonorrhea is to
    A. avoid individuals who have colds and other communicable disease germs.
    B. avoid intimate personal contact with any individual who might have the disease.
    C. have the government spray ponds and dry up puddles to kill germ carrying insects.
    D. wash all surfaces with soap and water before you touch them.

34. Today venereal disease is a "national epidemic". Which of the following items does NOT belong with the list of reasons for the increase?
    A. People thought venereal diseases were under control with the use of penicillin so national control programs were cut back.
    B. New contraception methods plus more sexual freedom for teenagers leads to increased venereal diseases.
    C. Researchers are developing a test for finding gonorrhea similar to the blood test for syphilis.
    D. Many infected individuals do not get medical treatment and the venereal diseases continue to spread.

35. Which of the following is NOT an effective control measure for the venereal diseases?
    A. Educate the public about the causes and effects of venereal diseases.
    B. Have the government make laws against the immoral behavior of the public.
    C. Have the doctors follow-up the treatment of their venereal disease patients.
    D. Have the infected individuals seek medical treatment from doctors.

36. Drunkenness is the temporary loss of control over one's reactions and behaviors while drinking alcohol. Drunkenness can be prevented by
    A. drinking lots of black coffee after drinking alcohol.
    B. switching or mixing drinks.
    C. diluting the drinks with water.
    D. knowing how much an individual can handle without loosing control.

37. Which of the following statements has NOT be proven by cigarette smoking research?
    - A. You will be more susceptible to such minor ailments as colds, coughs, the flu, and other mild virus disorders.
    - B. Cigarettes with filter tips reduce the dangers of smoking.
    - C. The life expectancy of a smoker will be cut down by as much as 7 (seven) years.
    - D. Cigarette smoking cuts down on strength, endurance and physical coordination.

38. Which of the following statements is true of cigarette smoking?
    - A. Smoking cigarettes is a psychological crutch which becomes an addictive habit.
    - B. Smoking cigarettes proves the individual is mature and grown-up.
    - C. Smoking cigarettes is not a drug problem, because individuals can quit easily.
    - D. Smoking cigarettes has the same effect whether or not the cigarette is puffed or inhaled.

39. What effect does cigarette smoking have on an individual?
    - A. Cigarette smoking will get the individual in trouble with the law.
    - B. Cigarette smoking will sharpen the individual's sense of taste and smell.
    - C. Regular cigarette smoking will harm the lungs and breathing system.
    - D. Cigarette smoking, like any drug, will affect his mind.

40. What is the purpose of cigarette advertising from cigarette companies?
    - A. Cigarette companies advertise to compete with others for business.
    - B. Cigarette advertisers educate the public about the dangers of smoking.
    - C. Cigarette companies prove to smokers that their brand is the best one.
    - D. Cigarette advertisers know people need cigarettes to be attractive to the opposite sex, happy, successful, and socially well-adjusted.

610 - 78a

41. The reason for a woman to be examined for a venereal disease is that she
    - A. has noticed the symptoms.
    - B. is concerned about having been exposed to one of the diseases.
    - C. has been named as a contact by someone treated for venereal disease.
    - D. is going to get married and needs a blood test.

42. What is an important difference between syphilis and gonorrhea?
    - A. Syphilis may cause blindness and gonorrhea may not.
    - B. Syphilis is contacted through unsanitary living conditions and gonorrhea is not.
    - C. Syphilis can be cured and gonorrhea can not.
    - D. Syphilis is identified by a blood test and gonorrhea is not.

43. Which of the following is NOT a cause of venereal diseases?
    - A. Venereal diseases cause damage to tissues that cannot be repaired.
    - B. Venereal diseases cause communicable diseases such as small pox, scarlet fever, and strep throat.
    - C. Venereal diseases causes babies to be stillborn, blind, or defective.
    - D. Venereal diseases left untreated cause sterility which means the inability to become a mother or father.

44. If you thought you had syphilis or gonorrhea, what would be the best thing to do?
    - A. Tell a doctor what you suspect, but do NOT give the name of who you got it from.
    - B. Tell the doctor what you suspect and give him the name of the person you got it from.
    - C. Ask a druggist for the right kind of medicine to treat yourself.
    - D. Wait and see if you recover without treatment.

45. When an individual sips an alcoholic beverage containing 1/2 ounce of pure alcohol slowly enough to make it last an hour,
    A. his body will absorb the alcohol immediately.
    B. his body will burn up the alcohol at the same rate at which his blood stream absorbs it.
    C. he will feel the effect quickly.
    D. it will take two hours for the feeling to wear off.

46. When alcohol is taken in the form of beer or wine, it
    A. has a slower effect than when the same amount of alcohol is taken in the form of liquor.
    B. is absorbed into the blood stream faster than the same amount of liquor is.
    C. has a stronger effect because it is fermented and liquors are distilled.
    D. makes the individual feel stimulated.

47. When an individual eats before drinking alcoholic beverages, the
    A. alcohol will reach the brain at a faster rate than if his stomach was empty.
    B. alcohol will pass through the stomach walls at the same rate as an empty stomach.
    C. food will slow down the rate at which the alcohol is absorbed.
    D. concentration of alcohol will build up in the body.

48. When the same amount of alcohol is taken by two individuals having the same body weight, which of the following factors will NOT cause different reactions?
    A. Reasons for drinking.
    B. Attitudes about drinking.
    C. Drinking experience.
    D. Sex, male or female.

49. Depression is caused by which of the following drugs?
    A. Nicotine
    B. Amphetamines
    C. Fumes
    D. Barbituates

50. John is taking a drug under his doctor's orders. The dose the doctor said to take makes John feel better, so he decides to double the dose. What effect will this have?
    A. Twice as much will make John feel twice as good.
    B. The added dosage will increase John's reflexes.
    C. The increased dosage will harm John.
    D. Twice as much of the drug at one time will cause withdrawl sickness.

610 - 79a

ANSWER KEY
1. E
2. A
3. B
4. D

5. F
6. T
7. T
8. F
9. T

10. F
11. F
12. F
13. F
14. T
15. T
16. T
17. F
18. T

19. T
20. F
21. F
22. T
23. T

24. F
25. T
26. F
27. F
28. T

29. T
30. F
31. F
32. T

33. B
34. C
35. B
36. D
37. B

38. A
39. C
40. A
41. B
42. D
43. B
44. B
45. B
46. A
47. C

48. D
49. D
50. C

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610 - 81a

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FOCUS ON TEEN-LIFE FOODS AND FAMILY 610	9 1 sem
Open to boys and girls	

FOCUS ON TEEN-LIFE: FOODS

Students electing Focus on Teen-life for one semester will encounter many new experiences when planning, preparing, and serving a variety of foods. They will use the Basic 4 Food Guide to consider their individual dietary needs and those of their family members when planning meals. Students will discover the effect various nutrients have on their individual body in relation to their figure and health. They will also be concerned with achieving a desirable weight goal. Appealing to their own taste, they will choose recipes, equipment, and methods to prepare and experiment with different food products. During laboratory work, students will gain even more skill using safe and efficient practices while handling all types of equipment and food. Students will use several meal styles, appropriate table settings, and etiquette when serving meals. They will consider the management of their time, money, energy, and skills throughout the course. During the semester, students will also discover the realm of food consumerism and available food careers.

Conceptual Structure

FOCUS ON TEEN-LIFE: FOODS

I. Importance of personal and family nutrition
  A. Role of the basic 4 food groups in relation to personal and family food needs
  B. Importance and effect of the food elements on the personal and family food needs
  C. Principles of dietary needs

II. Basic food practices, preparation, and equipment
  A. Importance of kitchen safety and sanitation practices
  B. Use of recipes
  C. Principles of appropriate use, care, and storage of equipment and utensils

III. Principles of meal planning, preparation, and service
  A. Principles of meal planning
  B. Principles of meal preparation
  C. Principles of table service and etiquette

IV. Principles of food preparation
  A. Principles of carbohydrate cookery
    1. Principles of vegetable preparation
    2. Principles of fruit preparation
    3. Principles of quick bread preparation
    4. Principles of yeast bread preparation
    5. Principles of cake preparation
    6. Principles of sugar cookery
  B. Principles of fat and oil cookery
    1. Principles of pastry preparation
    2. Principles of salad dressing preparation
  C. Principles of protein cookery
    1. Principles of cheese preparation
    2. Principles of meat cookery
    3. Principles of gelatin preparation

V. Importance of food careers
  A. Role of available job positions
  B. Importance of job training

Major Concept I Importance of personal and family nutrition
Major Objective I Discovers the importance of personal and family nutrition.

Concept A Role of the basic 4 food groups in relation to personal and family food needs
Objectives A Identifies the role of the basic 4 food groups in relation to personal and family food needs.
Believes in the importance of the basic 4 food guide for planning well balanced nutritional meals.
Becomes more sensitive to flavors of food from each of the basic 4 food groups.

Performance Objectives
The student will
1. identify the basic 4 food groups.
2. give examples of foods from each of the basic 4 food groups.
3. plan, prepare, and serve an uncommon or unusual food from each of the basic 4 food groups.
4. select foods using the basic 4 food guide to plan a day's menu.

Generalization: Using the basic 4 food guide daily will enable an individual to plan well balanced nutritional meals needed for general good health.

Content	Learning Experiences	Evaluative Experiences
The basic 4, a guide to good eating, divides food into 4 important groups: milk, meat, bread-ceral, and vegetable-fruit.	Take pre-test on Basic 4 Guide to determine knowledge of the basic 4 food groups. (Appendix) View visual to emphasize the importance of the basic 4. (Bibliography)	Use pre-test to look up answers, then discuss the types of foods found in the basic 4 food groups, purposes for eating foods from each group and sizes and number of servings from each. Verbalize one or two summarizing statements about the importance of the basic 4 from the visual.
The Basic 4 Food Guide states the kind and amounts of foods needed daily by an individual of any age.	Keep an accurate record of food eaten daily for a given period to determine if the requirements of the basic 4 were met. Retain record to use in calorie count exercise in concept C.	Compare individual food record with the Basic 4 Guide. List ways to improve individual eating habits.

Content	Learning Experiences	Evaluative Experiences
Following the Basic 4 Food Guide daily enables an individual to maintain good health, appearance, performance, and personality.	Identify the Basic 4 Food Groups. List unusual or unfamiliar foods for each group. Write the amount for each food to indicate the amount for one serving.	As a kitchen or table group, choose one food from each group. Find a recipe and combine total recipes to complete a menu.
The Basic 4 Food Guide will provide a plan for well balanced nutritional meals.	Plan a day's menu to meet the requirements of the Basic 4 Food Guide for a group of teenagers.	Examine menus to determine if requirements were met.
	Plan, prepare, and serve unusual or unfamiliar foods from each of the basic 4 groups.	Summarize laboratory tasting experiences. Write objective quiz to determine information gained about the Basic 4. (Appendix)

Concept B	Importance and effect of the food elements on the personal and family food needs
Objectives B	Determines the importance and effect of the food elements on the personal and family food needs.
Shows anawareness of the effect of the food elements on an individual's overall health.

Performance Objectives
The student will
1. identify the various nutrients and their functions.
2. explain the importance of good nutrition.
3. plan, prepare, serve snack foods high in each "nutrient class".
4. rate snacks according to the nutritional contribution to the diet.

Generalization: Food elements will have an effect on the health of individuals.

Content	Learning Experiences	Evaluative Experiences
Nutrition is a science that studies the various food elements and their effect on an individual's health.	Complete pre-test to determine an individual's basic knowledge of nutrition. (Appendix)	Discuss pre-test information to broaden one's concept about basic nutrition.
The food elements or nutrients include proteins, carbohydrates, fats, minerals, vitamins, and water.	Chalk talk to identify and categorize food nutrients.	Complete nutrition chart to determine function and source of each nutrient. (Appendix)
	Read reference to gain knowledge of functions and sources of nutrients.	Make and display a nutritional poster or bulletin board.
Each of the nutrients found in food has an effect on an individual's body.	Play game to further understand part each nutrient plays in total growth. (Ex. "Nutri-Bingo", "Pop 'N Swap") (Bibliography)	Complete Nutrition Crossword Puzzle to reinforce the concept of nutrients and their functions. (Appendix)
	Participate in nutrition spell down to determine knowledge of nutrition and its effects to an individual's body.	Write objective test on the food elements and their related function. (Appendix)
	Plan, prepare, and serve snack or luncheon foods high in each nutrient class.	Rate nutritional snacks according to the nutritional contribution to the diet.

Concept C Principles of dietary needs
Objectives C Applies the principles of dietary needs.
Accepts the responsibility of consuming foods that will aid in maintaining a desirable weight.
Sees examples of the physical features of overweight and underweight individuals.

Performance Objectives

The student will

1. identify empty calorie foods.
2. give examples of diet trends or fads and identify fact and myth about various diets.
3. plan, prepare, and serve a low caloric luncheon.

Generalization: An awareness of foods caloric value and various diet plans can influence an individual's weight and health.

Content	Learning Experiences	Evaluative Experiences
A calorie is a unit that measures the heat and energy value of food.	Define calorie and empty calorie. List a given number of favorite foods to determine the number of calories per food item and identify the foods which are empty calorie foods.	Complete word scramble to identify empty calorie foods. (Appendix)
Dietary needs include an individual's age, sex, height, body build, activity, appetite, rate of metabolism, and health.	Use charts in references to determine the number of calories needed daily for self. (Bibliography)	Identify reasons why calorie intake varies with individual needs.
A diet or plan for eating specific food enables one to achieve weight goals as well as other health needs.	Listen to resource speaker from Weight Watchers organization to obtain information about dieting. Read about and discuss diet facts and myths.	Create a do's and don'ts dieting poster. Collect and discuss news articles written about diets.
	Discuss fad diets to determine which dietary factors are met. (Appendix)	Plan a diet for an individual desiring to lose or gain weight.

Content	Learning Experiences	Evaluative Experiences
	List ways or substitutions used to make recipes low calorie.	Discuss use of low calorie sauces, salad dressings, fruit desserts, etc.
	Plan, prepare, and serve a low calorie luncheon to include 1/3 of an individual's daily dietary intake.	Taste and rate the low calorie luncheon according to criteria for a tasty meal.

Major Concept II	Basic food practices, preparation, and equipment
Major Objective II	Applies the principles of basic practices, preparation and equipment.
Concept A	Importance of kitchen safety and sanitation practices
Objectives A	Applies kitchen safety and sanitation practices. Perceives the importance of practicing safety and sanitation.

Performance Objectives

The student will

1. identify safety and sanitation practices.
2. explain the purpose of practicing safety and sanitation.
3. practice safety and sanitation procedures in kitchen laboratory experiences.

Generalization: Safety and sanitation in the kitchen will help protect individuals from accidents and illnesses.

Content	Learning Experiences	Evaluative Experiences
Two important factors in the kitchen are safety and sanitation.	List safety and sanitation precautions to be used in the kitchen so as to understand the importance	Using the list, check to see what improvements can be made in the classroom kitchens and at home.

Content	Learning Experiences	Evaluative Experiences
	of safety and sanitation. (Refer to Grade 7 - II. C Appendix)	
Safety and sanitation practices include the prevention of accidents and illnesses.	View safety visual to understand safe practices. (Bibliography)	Create cartoon safety and sanitation posters and display in kitchens as reminders to follow while working in the kitchens.
	Complete programmed lesson on food contamination, food spoilage, and food poisoning. (Appendix)	Find unsanitary equipment and/or work surfaces in kitchen laboratories and make them sanitary.
Following safety and sanitation practices in kitchen laboratory work enables individuals to function with a minimum of accidents and illnesses.	Compile a chart of food borne illnesses, symptoms, causes and controls.	
	Role play to show situations where unsafe and unsanitary practices cause accidents.	Discuss and rate effectiveness of role playing situations.
	Demonstrate safe and sanitary practices while working in kitchen laboratory.	Take objective test on safety and sanitation in the kitchen. (Appendix)

Concept B Use of recipes
Objective B Applies the principles of using recipes.

Performance Objectives
The student will

1. identify the parts and describe the functions of recipes and recipe forms.
2. give examples of abbreviations, equivalents, substitutions, and terminology used in planning, preparing, and serving various recipes.

3. use correct measuring equipment techniques and procedures during the preparation of all recipes.

Generalization: Correct selection and use of recipes will result in successful food products.

Content	Learning Experiences	Evaluative Experiences
A recipe is a guide or set of instructions for preparing a food product.	Define a recipe. Popcorn session to identify the items a reliable recipe includes.	Examine various recipes in several books and point out the items included in each recipe.
The three most used recipe forms are standard, action, and narrative.	Complete study guide on recipe forms to understand the differences in recipe forms. (Appendix)	Use reference or recipe books and find examples of each form.
		Identify the following items about this recipe: 1. parts 2. functions 3. form 4. abbreviations 5. substitutions 6. equivalents 7. measuring equipment 8. measuring techniques 9. recipe terminology
Food terminology includes the term and definition of the ways to plan, prepare, and serve foods or recipes.	Compile a list of unfamiliar terms and definitions used in text, reference or cookbooks to become acquainted with various terms and definitions.	Classify the terms and definitions into the five categories of 1. cutting and chopping, 2. mixing and measuring, 3. top of the range, 4. baking, 5. food service.
	Use compiled lists of terms and their definitions to complete or prepare own (in groups) game such	Exchange games and complete one in each category to further comprehend food terminology. (Appendix)

Content	Learning Experiences	Evaluative Experiences
	as a word search, word scramble, or crossword puzzle for each term category.	
The utensils and techniques used when measuring ingredients affect the results of the recipe or food product.	Review types and uses of standard measuring utensils to understand correct techniques and procedures while measuring.	List measuring equipment and identify the uses for each or demonstrate equipment and tell its use while preparing a recipe.
	Read and discuss "Correct Ways to Measure." (Appendix)	Discuss experiences or results of using incorrect utensils or techniques when measuring.
Abbreviations, equivalents, and substitutions used in each type of recipe enable individuals to prepare food products with ease and flexibility.	Review recipe abbreviations, symbols, and equivalents, by completing worksheet as a group.	Complete Abbreviations and Equivalents Quiz using worksheet for a guide. (Appendix)
	Discuss U.S. and metric units of weight and value equivalents to gain an understanding of equivalent measures.	
	Compile a chart for reference by listing various ingredients and writing substitutions for them.	Discuss the various kinds and amounts of substitutions that can be used.
Dividing and multiplying recipes enable one to prepare foods for varying numbers of servings.	Complete worksheets on dividing and doubling recipes in class. (Appendix)	Discuss results of increased and decreased amounts of ingredients in the recipes.

Content	Learning Experiences	Evaluative Experiences
	Choose recipes to divide or double for specific numbers of servings.	Find a dessert bar recipe containing a minimum of eight (8) ingredients. Divide this recipe in half. Plan to prepare this recipe as a class project.
	Plan, prepare, and serve the recipes for a laboratory experience.	Take objective test on measurements, abbreviations, and equivalents. (Appendix)

Concept C Principles of appropriate use, care, and storage of equipment and utensils

Objectives C Applies the principles of appropriate use, care, and storage of equipment and utensils. Uses, cares for, and stores equipment and utensils.

Performance Objectives

The student will

1. identify work centers in a kitchen.
2. give examples of small and large equipment and utensils used in each work center.
3. demonstrate the correct use, care, arrangement and storage of small and large equipment and utensils in the kitchen.

Generalization: When equipment and utensils are correctly used, cared for, and stored, they will work better, last longer, and save time and energy.

Content	Learning Experiences	Evaluative Experiences
A work center is the place where each type of work connected with meal preparation is done.	Discuss work centers to become acquainted with their purpose.	List types of work centers to further understand the purposes of each type.
The work centers are planning, storage, and preparation, cooking, serving, and cleaning.	Brainstorm to determine what equipment and utensils are stored at each work center.	Discuss the importance of arranging and storing equipment and utensils at each work center.
Equipment includes large and small appliances.	Watch or participate in a demonstration on the use and care of large and small appliances.	Discuss and summarize the important points of the demonstration.
Utensils are versatile in use.	Use equipment list and play game to locate equipment and utensils in each kitchen work center and give correct use for each item. (Appendix)	Replace equipment and utensils to correct storage area in kitchen work center.
Correct use, care, and storage of equipment and utensils enable them to work better and last longer.	Use buzz groups to determine ways equipment and utensils can work better and last longer if given appropriate use, care and storage.	Summarize findings and report to class.

Major Concept III Principles of meal planning, preparation, and service
Major Objective III Applies the principles of meal planning, preparation, and service.

Concept A Principles of meal planning
Objectives A Applies the principles of meal planning.
Uses guidelines for menu writing.
Shows awareness of the effect individual and family needs have on meal planning.
Perceives the effects available resources have on meal planning.
Shows awareness of aesthetic criteria in meal planning.

Performance Objectives
The student will
1. identify the guidelines used in menu writing.
2. explain the effects individual and family needs, and available resources have on meal planning.
3. plan, prepare, serve, and rate the meal according to basic principles of meal planning.

Generalization: Pleasing and appetizing meals will result when the principles of meal planning are followed.

Content	Learning Experiences	Evaluative Experiences
A menu is a list of foods set up to follow various guidelines and served for a given meal.	Read references to determine factors involved in writing menus correctly.	Discuss factors involved in writing menus correctly.
	Define a menu. Use Menu Writing Guides to identify the items found in a correctly written menu, i.e., correct listing of foods for each type of meal, foods listed together, assumption for sizes of servings. (Appendix)	Complete menu writing worksheet to further understand factors of menu writing. (Appendix)
Family likes, dislikes, customs, nutritional requirements, and basic four needs are considered when planning meals.	Use kitchen group as a "family". Brainstorm to determine the likes, dislikes, customs, nutritional requirements and basic four needs of a days menus for this family.	Report findings to group concerning considerations of meal or menu planning.

Content	Learning Experiences	Evaluative Experiences
	Discuss kinds and amounts of foods needed for individual family members.	Examine sample menus to check for food needs of the family.
Time, money, energy, skills, equipment, space and foods are an individuals resources for meal planning.	Discuss resources individuals consider when planning meals.	List resources available to students in the foods laboratory for planning meals.
Using the basic principles of color, flavor, texture, form, temperature, and variety enable one to plan pleasing and appetizing meals.	View visual to understand the importance of planning pleasing and appetizing meals. (Bibliography) Read review handout on "Meal Planning Principles". (Appendix)	Complete "Menu Planning" sheet to correctly write menus by following the basic principles. (Appendix)
Attractive use of garnishes enable one to enhance individual food products and contribute to the "eat me" appeal of a meal.	Read and discuss references on types and uses of garnishes when planning, preparing, and serving foods and meals. (Appendix) View visual to determine types and uses of garnishes. (Bibliography) Complete worksheet on garnishes to determine how foods are used to enhance flavor and appearance. (Appendix)	Choose a luncheon menu previously written to identify possible ways to garnish each food.
	Plan, prepare, and serve a menu as a group by considering all factors previously identified concerning meal planning.	Complete menu rating scale to rate the menu according to the basic principles. (Appendix)

Concept B Principles of meal preparation
Objectives B Applies the principles of meal preparation.
Uses the principles of work simplification.
Assumes the responsibility of work and time schedules.

Performance Objectives
The student will
1. identify the purposes of a work and time schedule.
2. give examples of work and time schedules.
3. plan and rate work and time schedules used while preparing food products.

Generalization: A flexible work and time schedule and use of work simplification methods will result in efficient use of time, energy, motion, and money.

Content	Learning Experiences	Evaluative Experiences
A work and time schedule lists the jobs to be done, the steps to follow in accomplishing each job, and the time needed to carry out each step.	Examine work and time schedules to gain information about them. (Refer to Grade 7 - III. A. 3 Appendix)	Identify the purposes of a work and time schedule.
A good work and time schedule is flexible and includes work simplification methods to have everything ready on time.	Discuss various tasks to be accomplished during food preparation and list ways to make work and time schedules flexible, i.e., complete planning, specific duties for a participant, shortcuts, dovetailing, substitutions, convenience foods.	Read handout - "Laboratory Days in the Foods Room" to identify procedures to use while working in the kitchen. (Refer to Grade 7 - III. A. 3 Appendix)
Using work simplification methods and work and time schedules enable one to manage time, energy, motion, and money when preparing meals and food products.	Complete and use a work time schedule for specific food products prepared in the foods laboratory.	

Content	Learning Experiences	Evaluative Experiences
	Complete "Kitchen Inspection Laboratory Clean-up" sheet to use as an additional guide when preparing food products. (Refer to Grade 7 - II. C. Appendix)	Complete "Student Food Laboratory Participation Rating Sheet" after following a work and time schedule in the laboratory. (Appendix)

Concept C Principles of table service and etiquette

Objectives C Applies the principles of table service and etiquette.
Shows awareness of the effect of appropriate table service and etiquette.
Uses appropriate table service and etiquette.
Accepts responsibility to use appropriate table service and etiquette.

Performance Objectives
The student will
1. identify types of table appointments.
2. give examples of appropriate table settings and etiquette.
3. use appropriate table settings and etiquette.

Generalization: Use of appropriate table settings and etiquette will have an effect on others at meal time.

Content	Learning Experiences	Evaluative Experiences
Table appointments include table coverings, tableware, glassware, dinnerware, and centerpieces.	Identify the various types of table appointments.	Create a bulletin board to display various types of table appointments.

Content	Learning Experiences	Evaluative Experiences
Convenience is the guideline used for setting the table.	Compile a set of basic rules or guidelines used when setting the table.	Choose various table settings for food products and meals that are prepared and served in the laboratory.
Appropriate table etiquette includes guidelines for conduct, equipment, centerpieces, eating habits, and is based on thoughfulness and consideration of others.	Read references to review table etiquette guidelines. (Bibliography)	List ways to show consideration for others at meal time.
	Role play situations to show the use of appropriate table service and etiquette.	Create posters to illustrate do's and don'ts concerning table etiquette.
	Read handout to identify factors relating to centerpieces for attractive table service. (Appendix)	
Using appropriate table service and etiquette results in making meals more pleasant for others.	During laboratory situations, use appropriate table service and etiquette.	Take objective test on table service and etiquette. (Appendix)

Major Concept IV Principles of food preparation
Major Objective IV Applies the principles of food preparation.

Concept A Principles of carbohydrate cookery
Objective A Applies the principles of carbohydrate cookery.

Concept 1 Principles of vegetable preparation
Objectives 1 Applies the principles of vegetable preparation.
Tastes various forms of vegetables.
Uses appropriate preparation techniques for vegetables.

Performance Objectives
The student will
1. identify characteristics, classes, types and forms of vegetables.
2. give examples of cooking methods for vegetables.
3. demonstrate the principles of vegetable cookery.

Generalization: Methods of vegetable preparation have an effect on retention of food value, color, flavor, and texture.

Content	Learning Experiences	Evaluative Experiences
Vegetables are classified according to common characteristics of color, flavor, and plant parts.	Read references and complete study guide reference sheet to understand vegetable classifications and characteristics. (Bibliography and Appendix)	Complete vegetable word maze to review vegetable names. (Appendix)
Forms of vegetables include fresh, frozen, canned, dried, and pickled.	Discuss the variety of vegetable forms, their differences and/or similarities in food value, color, texture, and flavor.	Taste various forms of vegetables to compare food value, color, texture, and flavor.
	View visuals to understand information about vegetables. (Bibliography)	Complete vegetable study guide to summarize important points of the visual. (Appendix)
The two basic principles of vegetable cookery are: retention of all nutrients and maintenance of high level of palatability.	Discuss the methods of cooking vegetables to follow the principles of vegetable cookery, i.e., steaming, frying, pan baking, broiling, creaming, and pressure cooking.	Give examples of each method of cooking vegetables and identify how the principles of vegetable cookery are followed.
Preparation of vegetables for appetizers, salads, main dishes, and garnishes provides for the retention of food value, color, flavor, and texture.	Plan, prepare, and serve vegetable salads using garnishes - may use dressings. (Refer to IV. B. 2)	Demonstrate or view demonstration on use of vegetables as garnishes to other foods. Garnish foods prepared during laboratory experiences.

Content	Learning Experiences	Evaluative Experiences
	Prepare and serve vegetables to retain food value, color, flavor, and texture.	Score vegetables and/or salads according to a quality product. Use vegetable rating analysis. (Appendix) Play game to reinforce concepts of vegetable cookery. (Appendix)

Concept 2 Principles of fruit preparation

Objectives 2 Applies the principles of fruit preparation.
Uses appropriate techniques for fruit preparation.

Performance Objectives
The student will
1. identify the forms of fruit.
2. give examples of ways to serve fruit.
3. prepare fruit products.

Generalization: Using the principles of fruit preparation may result in an attractive and appealing fruit product.

Content	Learning Experiences	Evaluative Experiences
Fruits include fresh, canned, frozen, and dried forms.	Identify and give examples of the various forms in which fruits are purchased.	Discuss the choice of forms for various fruits.
Fruits are served as appetizers, salads, garnishes, accompaniments, and desserts.	Read references on ways to serve fruits to become familiar with a variety of uses.	Find recipes to serve a particular fruit various ways.

Content	Learning Experiences	Evaluative Experiences
Principles of preparation affect fruit products.	Discuss the following principles of fruit preparation so as to understand their importance, i.e., 1. retention of food value 2. prevention of darkening of cut surfaces 3. effect of cooking on the shape of fruits	Note examples of fruit products when principles of preparation are not followed.
	Prepare fruits so as to apply knowledge of preparation principles and to acquire preparation techniques.	Taste prepared fruits and discuss preparation principles and techniques regarding the fruit products.

Concept 3 Principles of quick bread preparation
Objectives 3 Applies the principles of quick bread preparation.
Becomes acquainted with variations of quick bread preparation.
Follows the principles of quick bread preparation.

Performance Objectives
The student will
1. identify types and variations of quick breads.
2. give examples of ingredients and functions used in quick bread preparation.
3. use correct procedure in preparing quick breads and rate according to quality product.

Generalization: The principles of quick bread preparation will be utilized in the preparation of nut breads and quick bread variations.

Content	Learning Experiences	Evaluative Experiences
Quick breads are baked products of three types; drop and pour batters and soft dough of which many variations are made.	Read reference on quick breads to determine types, ingredients, nutrition, principles of preparation, and care and storage. (Bibliography)	Summarize readings to reinforce concept. List each type of quick bread variation to broaden one's concept of quick bread products.
Ingredients used in quick breads have definite uses as well as nutrient contribution.	Review common baking ingredients and handout on "Leavening Agents used in Quick Breads" to identify ingredients, functions, and nutrient contribution to the final product. (Appendix)	Complete programmed unit, "The Prince of Breads" to review ingredients and functions. (Appendix)
The quality of the quick bread depends upon various techniques used in mixing, handling, baking, and the ingredients and proportions used.	Plan for, prepare, and serve quick bread variations in the foods laboratory, i.e., nut breads of any variety, donuts, fritters, coffee cakes, dumplings, popovers, bread sticks, eclairs, creme puffs, upside down muffins, crepes, shortcakes, biscuits, convenience variations.	Rate quick bread variations according to quality of product. (Appendix) Work crossword puzzle on ingredients, functions, and procedures used in preparation of quick breads. (Appendix)

Concept 4 Principles of yeast bread preparation

Objectives 4 Applies the principles of yeast bread preparation.
Follows the principles of yeast bread preparation.
Assumes responsibility in the preparation of yeast breads.

Performance Objectives
The student will
1. identify types of yeast breads.
2. explain the functions of yeast bread ingredients.

3. prepare and rate a yeast bread product.

Generalization: The principles of yeast bread preparation can be adapted for all types of yeast bread products.

Content	Learning Experiences	Evaluative Experiences
Types of yeast breads include plain and fancy breads, rolls, and doughnuts.	Read reference to obtain information about yeast breads. (Bibliography)	Discuss readings to further understand types of yeast breads available. Create a bulletin board picturing all types of plain and fancy yeast breads.
There are essential ingredients needed for making all types of yeast breads.	View visual to understand the principles of yeast bread preparation. (Bibliography)	Summarize important points from visual.
The quality of the food product depends upon following the principles of yeast bread preparation.	Read handout to reinforce concepts of yeast bread ingredients and their functions. (Appendix)	Complete crossword puzzle on yeast bread to determine techniques, ingredients, and functions. (Appendix)
	Plan for, prepare, and serve a yeast bread product following the principles of yeast bread preparation.	Use rating scale and rate yeast breads according to quality of products. (Appendix)
	Compare laboratory prepared yeast bread products to purchased products.	Take objective test on ingredients, functions, and procedures in preparation of yeast breads. (Appendix)

Concept 5 Principles of cake preparation
Objectives 5 Applies the principles of cake preparation.
Uses the principles of cake preparation.

Performance Objectives
The student will
1. identify different forms of cakes.
2. give examples of cakes with and without fat.
3. prepare and frost cakes.

Generalization: The principles of cake preparation will vary according to the amount and type of fat in the cake recipe.

Content	Learning Experiences	Evaluative Experiences
Cakes are another type of flour mixture.	Define cakes and compare the qualities of cakes to other types of flour mixtures.	Summarize comparisons to determine qualitie of cakes to other types of flour mixtures.
There are different forms of cakes.	Discuss the different forms and uses of cakes, i.e., layer, loaf, sheet, upside down, cupcakes.	Given situations, decide which form of cake to use.
	Read references on cakes to understand their classification. (Bibliography)	
The principles of cake preparation differ according to the classification of the cake.	View visual to understand the principles of cake preparation. (Bibliography)	Complete study guide on cake preparation and discuss information to review functions of cake ingredients and preparation techniques. (Appendix)
	Prepare a cake with and without fat to apply the different principles of cake preparation. (suggest box mixes)	Note the differences in cakes with and without fat.
		Complete cake quiz to reinforce cake preparation techniques. (Appendix)

Concept 6 Principles of sugar cookery
Objectives 6 Applies the principles of sugar cookery.
Uses the principles of sugar cookery.

Performance Objectives
The student will
1. define frostings.
2. explain the difference between uncooked and cooked frostings.
3. prepare a cooked frosting.

Generalization: The principles of sugar cookery will be utilized in the preparation of cooked frostings.

Content	Learning Experiences	Evaluative Experiences
Frostings are sugar-rich coverings that may be used on all kinds of cakes.	Define frostings and discuss the use of frostings on various food products.	Create a bulletin board picturing uses of frostings.
The general types of frostings are uncooked and cooked.	Discuss the types of frostings to understand their differences.	Find recipes for uncooked and cooked frostings.
	View visual to gain more information about frostings. (Bibliography)	Summarize important points from visual.
Preparation of cooked frostings reflectsthe principles of sugar cookery.	Prepare a cooked frosting or candy to apply the principles of sugar cookery.	Frost cakes previously made (Concept 5) and taste to determine if the principles of sugar cookery were applied.

Concept B Principles of fat and oil cookery
Objective B Applies the principles of fat and oil cookery.

Concept 1 Principles of pastry preparation
Objectives 1 Applies the principles of pastry preparation.
Uses the principles of pastry preparation.

Performance Objectives
The student will
1. list the different types of pastry.
2. explain the chief characteristics of pastry.
3. prepare a type of pastry.

Generalization: The principles of pastry preparation may be applied to achieve a flaky and tender product.

Content	Learning Experiences	Evaluative Experiences
A pastry is a dough rich in fat which includes pies, torts, turnovers, puff pastries, rich yeast and cake type sweet rolls.	Read references to identify the different types of pastries. (Bibliography)	Create a bulletin board picturing the different types of pastries.
The basic ingredients of pastries are combined to make a product tender and flaky.	Discuss the ingredients and characteristics of pastry dough.	List the basic ingredients of a pastry dough and explain how they are mixed to achieve a tender and flaky product.
The kind and amount of ingredients used, the procedures followed, the filling and the baking affect the principles of pastry preparation.	View visual to understand the principles of pastry preparation. (Bibliography)	Summarize important points of the visual.
	Plan, prepare, and serve a type of pastry to apply the principles of pastry preparation.	Rate pastries according to qualities of product.
		Take objective quiz on principles and procedures of pastry preparation. (Appendix)

Concept 2 Principles of salad dressing preparation
Objectives 2 Applies the principles of salad dressing preparation.
Uses the principles of salad dressing preparation.

Performance Objectives
The student will
1. match salad dressings with salad combinations.
2. give examples of salad dressing types.
3. prepare a salad dressing.

Generalization: The principles of salad dressing preparation will vary with the type of salad dressing.

Content	Learning Experiences	Evaluative Experiences
Salad dressings give an added zest to salads.	Match salad dressings with salad combinations.	Find a given number of different salad dressing recipes.
The basic types of salad dressings are French, mayonnaise, and cooked base dressings.	Discuss the various types of salad dressings to understand their differences.	Classify various salad dressings according to the basic types.
The principles of salad dressing preparation depend upon the type of dressing.	View visual to understand the principles of salad dressing preparation. (Bibliography)	Summarize important points from visual. Read and discuss handout, "Making Good Salads". (Appendix)
	Prepare a simple dressing for a salad to apply the principles of salad dressing preparation. (May use in IV. A. 1)	Compare laboratory prepared salad dressings with commercially prepared dressings.

Concept C   Principles of protein cookery
Objective C   Applies the principles of protein cookery.

Concept 1   Principles of cheese preparation
Objectives 1   Applies the principles of cheese preparation.
Uses the principles of cheese preparation.

Performance Objectives
The student will
1. name the classification of cheeses.
2. give examples of cheese uses.
3. prepare a product containing cheese.

Generalization: Cheese preparation may be utilized in many ways.

Content	Learning Experiences	Evaluative Experiences
Cheese ranks high among foods in importance and popularity.	Discuss reasons for cheese being important and popular. i.e., nutritive value, flavor, storage.	Complete study guide to determine principles of cheese cookery. (Appendix)
The classifications of cheese includes very hard, hard, semi-soft, soft, and process.	Discuss the classifications of cheese.	List varieties of cheese according to their classifications.
Cheese is a many-use food.	List ways that cheese can be used.	Find recipes that use cheese to identify a variety of ways it is used.
	View visual to gain more information about cheese. (Bibliography)	Summarize important points from visual.
	Taste various cheeses and/or recipes using cheese in ways one is not familiar with.	Discuss tasting experiences to broaden one's concept of the uses of cheese.

Content	Learning Experiences	Evaluative Experiences
The principles of cheese preparation depend upon its intended use.	Discuss the principles of cheese preparation in relation to its intended use.	Prepare a product containing cheese.

Concept 2 Principles of meat cookery
Objectives 2 Applies the principles of meat cookery.
Uses the principles of meat cookery.

Performance Objectives
The student will
1. list the types, forms, and cuts of meat.
2. explain the principles of meat cookery.
3. prepare a meat product.

Generalization: Using the principles of meat cookery on all types and cuts of meat may result in quality products.

Content	Learning Experiences	Evaluative Experiences
Meat, a protein food includes beef, pork, veal, lamb, fowl, and wild game, which are purchased in several forms: fresh, cured, canned, and frozen.	List the types and forms of meat to become aware of the variety available. Read and discuss references to gain information about meats. (Bibliography)	Identify the types and forms of meat one has never tasted. Complete study guide on meats to understand characteristics and principles of cookery. (Appendix)

Content	Learning Experiences	Evaluative Experiences
There are common wholesale and retail cuts of meat.	View visuals on the common wholesale and retail cuts of beef and pork. (Bibliography)	Complete beef and pork charts to indicate wholesale and retail cuts of meat.
The type of meat cookery depends upon the cut of meat, grade, tenderness, and preparation time available.	View visuals illustrating principles of meat cookery. (Bibliography)	Complete crossword puzzle to reinforce principles of meat cookery. (Appendix)
	Plan, prepare, and serve a meat product, to use the principles of meat cookery.	Rate the meat product according to a quality product.

Concept 3 Principles of gelatin preparation
Objectives 3 Applies the principles of gelatin preparation.
Uses the principles of gelatin preparation.

Performance Objectives
The student will
1. define gelatin.
2. give examples of gelatin uses.
3. prepare a boxed gelatin product.

Generalization: Preparation of gelatin may be utilized for any meal.

Content	Learning Experiences	Evaluative Experiences
Gelatin is a protein substance.	Define gelatin, discuss its uses and origin.	Compare definitions and uses of gelatin.

Content	Learning Experiences	Evaluative Experiences
Gelatin is used as an accompaniment, appetizer, and a complement with other foods.	Brainstorm with ideas and pictures using gelatin in various ways.	Prepare a poster indicating varieties of gelatin uses and nutritive contribution to the diet.
Boxed gelatins provide a basis for creating many gelatin products.	Read references to gain information on gelatin cookery.	Complete a gelatin study guide to further understand principles of gelatin cookery. (Appendix)
	Plan, prepare, and serve a gelatin recipe to reinforce preparation techniques.	Rate gelatin products according to a quality product.

Major Concept V Importance of food careers
Major Objective V Comprehends the importance of food careers.

Concept A Role of available job positions
Objectives A Comprehends the role of available job positions.
Perceives the role of available job positions.

Performance Objectives
The student will
1. list food related jobs.
2. give examples of available food related jobs.

Generalization: A variety of job positions will continue to exist in the area of foods.

Content	Learning Experiences	Evaluative Experiences
A variety of jobs relating to foods exist.	Brainstorm to list jobs relating to the foods area.	Discuss the number and variety of existing jobs.
	Cite examples of relatives and friends working at food related jobs.	
	View posters "Careers in Home Economics" to determine the variety of jobs.	Draw conclusions concerning the variety of jobs.
Various types of food related jobs are available at different times.	Discuss food related jobs presently available and possibilities for the future.	Survey students to determine the number interested in food related jobs.

Concept B   Importance of job training
Objectives B Comprehends the importance of job training.
              Perceives the importance of job training.

Performance Objectives
The student will
1. identify types of job training.
2. explain the importance of job training.

Generalization: Job training has an effect on obtaining, maintaining, and accelerating on the job.

Content	Learning Experiences	Evaluative Experiences
Some form of job training is necessary.	Discuss types of job training and places to obtain job training.	Interview an individual to determine their type and amount of job training.
	Listen to resource people such as high school students participating in the co-op foods program describe their job training.	Summarize important points from presentation.
Job training is important for obtaining, maintaining, and accelerating on the job.	Discuss the importance of job training.	Draw conclusions regarding the importance of job training.

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

610 - 33b

I. Importance of personal and family nutrition

A. Role of the basic 4 food groups in relation to personal and family food needs

BASIC 4 PRE-TEST

Name ______________________________

Place the letter of the basic 4 food group from Column II into the blank at the left of each food in Column I.

Column I

_____ 1. Veal cutlets
_____ 2. Cottage cheese
_____ 3. Zucchini
_____ 4. Croutons
_____ 5. Pecan nutmeats
_____ 6. Sour cream
_____ 7. Lake trout
_____ 8. Rye crisp crackers
_____ 9. Deviled eggs
_____ 10. Endive
_____ 11. Yogurt
_____ 12. Honeydew
_____ 13. Pineapple flavored shake
_____ 14. Rice
_____ 15. Peanut butter
_____ 16. Spaghetti
_____ 17. French fries
_____ 18. Swiss chard
_____ 19. Gouda
_____ 20. Puffed wheat

Column II

A. Bread and cereal
B. Fruit and vegetable
C. Meat
D. Milk and dairy

Individuals need food for four reasons. Place the letter of the food group or groups that meet each need in the blank at the left of each need or reason for eating foods from that group.

_____ 21. Growth
_____ 22. Repair of tissues
_____ 23. Heat and energy
_____ 24. Regulate body processes

A. Bread and cereal
B. Fruit and vegetable
C. Meat and seafood
D. Milk and dairy

Growing teens need specific amounts of the basic 4 groups daily. Write in the number of servings for each food group needed daily for growing teens.

_____ 25. Bread and cereal
_____ 26. Fruit and vegetable
_____ 27. Meat and seafood
_____ 28. Milk and dairy

How much of each of the following foods is considered a serving?

_____ 29. Cooked vegetables
_____ 30. Canned fruit
_____ 31. Fresh fruit
_____ 32. Peanut butter
_____ 33. Boneless meat
_____ 34. Chicken or turkey
_____ 35. Bread or toast
_____ 36. Eggs
_____ 37. Ready to eat cereal
_____ 38. Cooked cereal
_____ 39. Casserole
_____ 40. Italian spaghetti
_____ 41. Mashed potatoes
_____ 42. Baked potato
_____ 43. Milk
_____ 44. Cottage cheese
_____ 45. Cheddar or Colby cheese

Answer key found on page 610 - 36b.

I. Importance of personal and family nutrition

A. Role of the basic 4 food groups in relation to personal and family food needs

BASIC 4 POST TEST

Name ______________________________

Place the letter of the Basic 4 Food group from Column II into the blank at the left of each food in Column I.

Column I

_____ 1. Almonds
_____ 2. Artichokes
_____ 3. Cake flour
_____ 4. Cinnamon baked custard
_____ 5. Dumplings (in soup)
_____ 6. Fruit tart "shell"
_____ 7. Hominy grits
_____ 8. Mangos
_____ 9. Mutton shank
_____ 10. Nonfat whipped topping
_____ 11. Okra
_____ 12. Papaya
_____ 13. Provolone
_____ 14. Ricotta
_____ 15. Scallops
_____ 16. Soybeans

Column II

A. Bread and cereal

B. Fruit and vegetable

C. Meat

D. Milk and dairy

Circle T or F.

T F 17. The fruit and vegetable food group contains mostly protein foods.

T F 18. Foods that give us large amounts of heat and energy are found in each food group except fruits and vegetables.

T F 19. The main function of the meat group is to provide our bodies with heat and energy.

T F 20. A balanced diet contains one food from each food group for every meal.

T F 21. The food group that contributes to healthy nerves and overall good personality is the bread and cereal group.

Indicate how much of each food listed below consists of one serving.

Breakfast

22. _____ jelly roll
23. _____ grape juice

Lunch

24. _____ ham sandwich
25. _____ banana
26. _____ cheetos
27. _____ milk

Dinner

28. _____ meatloaf
29. _____ cauliflower with cheese sauce
30. _____ baked potato
31. _____ chocolate shake

Indicate how many servings of each of the basic 4 food groups were eaten by this teenager today. (Use menus written above)

32. _____ Milk group
33. _____ Meat group
34. _____ Fruit and vegetable group
35. _____ Bread and cereal group

610 - 35b

BASIC 4 PRE-TEST - ANSWER KEY

1. C
2. D
3. B
4. A
5. C
6. D
7. C
8. A
9. C
10. B
11. D
12. B
13. D
14. A
15. C
16. A
17. B
18. B
19. D
20. A

21. All
22. C, B
23. A, C, D
24. B
25. 4
26. 4
27. 2
28. 4

29. 1/2 cup
30. 1/2 cup
31. 1
32. 4 T
33. 3 oz.
34. 6 - 8 oz.
35. 1 slice
36. 2
37. 1 oz.
38. 1/2 cup
39. 1/2 - 3/4 cup
40. 3/4 cup
41. 1/2 cup
42. 1 medium
43. 8 oz.
44. 1/2 cup
45. 1 oz.

BASIC 4 POST TEST - ANSWER KEY

1. C
2. B
3. A
4. D
5. A
6. A
7. A
8. B
9. C
10. D
11. B
12. B
13. D
14. D
15. C
16. C
17. F
18. T
19. F
20. F
21. T

22. 1
23. 6 oz.
24. 1
25. 1
26. equal to 15¢ bag
27. 8 oz.
28. 1/4 lb.
29. 1/2 cup
30. 1 medium
31. 8 oz.
32. 2 1/2 (cheese sauce makes 1/2 serving)
33. 2
34. 4
35. 3 (2 bread slices with the ham sandwich)

I. Importance of personal and family nutrition
B. Importance and effect of the food elements on the personal and family food needs

NUTRITION PRE-TEST

Name ______________________________

Place the correct letter from Column II in Column I of the vitamin that best describes each statement. Vitamins are used more than once.

Column I

_____ 1. Ascorbic acid is another name for this vitamin.
_____ 2. Known as the "sunshine vitamin" as you get it from the sun.
_____ 3. Needed every other day as our body can store it for short periods of time.
_____ 4. Helps to give us healthy and stable nerves.
_____ 5. Needed along with two minerals for bone development.
_____ 6. Used to enrich whole grains and cereals.
_____ 7. Gives us healthy skin and beautiful complexions.
_____ 8. Protects against infections and helps heal wounds.
_____ 9. Helps prevent the disease of pellegra and beriberi.
_____ 10. Helps prevent the disease of scurvy.
_____ 11. Helps prevent the disease of rickets.
_____ 12. Helps prevent nightblindness.

Column II

A. Vitamin A
B. Vitamin B
C. Vitamin C
D. Vitamin D

* * *

_____ 13. Used by the blood to carry oxygen.
_____ 14. Needed in addition to phosphorus for proper bone and teeth development.
_____ 15. Added to salt to prevent goiter.
_____ 16. Works with calcium.
_____ 17. Important for the clotting of blood.
_____ 18. Needed to prevent the disease, anemia.
_____ 19. Salt water fish contain high amounts of it.
_____ 20. Milk contains a high amount of this mineral along with the mineral, calcium.

A. Calcium
B. Iodine
C. Iron
D. Phosphorus

610 - 37b

To the left of each statement, write the name of the nutrient class it best describes.

_______________ 21. Sugars and starches are two classifications of the nutrient class.
_______________ 22. Best known for growth of body and repair of tissues.
_______________ 23. Acts as an insulation and provides body energy.
_______________ 24. Associated with health and vitality -- full of life and healthy skin coloring.
_______________ 25. Regulates body processes by the use of the blood stream.

Circle the letter of the correct or best choice for each statement or question.

26. The "almost perfect" food is:
    A. egg
    B. enriched bread
    C. liver
    D. milk

27. Which food contains the highest amount of Vitamin C?
    - A. Oranges
    - B. Grapefruits
    - C. Tangerines
    - D. Tomatoes
28. Which food contains the highest amount of Vitamin A?
    - A. Carrots
    - B. Squash
    - C. Pumpkins
    - D. Peas
29. Which food contains the highest amount of iron?
    - A. Salt water fish
    - B. Liver
    - C. Milk
    - D. Spinach
30. Which of the following is associated with a lack of proper hemoglobin or red blood cells in the body?
    - A. Rickets
    - B. Beriberi
    - C. Anemia
    - D. Scurvy
31. Which of the following means increasing the amount of vitamin D in milk?
    - A. Enriched
    - B. Fortified
    - C. Stabilized
    - D. Homogenized
32. Which of the following means adding the Vitamin B complex to foods?
    - A. Enriched
    - B. Fortified
    - C. Stabilized
    - D. Homogenized
33. Which of the following nutrients does NOT provide energy?
    - A. Proteins
    - B. Fats
    - C. Carbohydrates
    - D. Vitamins
34. Which of the following does NOT regulate the body processes?
    - A. Vitamin B
    - B. Calcium
    - C. Iron
    - D. Carbohydrates
35. The amount of Vitamin A in a vegetable is indicated by
    - A. the area in which it is grown
    - B. how much sunshine it absorbs
    - C. color - the deep yellow or green
    - D. how well you like the vegetable
36. Energy is furnished in our bodies by
    - A. minerals
    - B. carbohydrates
    - C. vitamins
    - D. water

610 - 38b

37. The chief function of protein is to
    A. build and repair tissues
    B. yield energy
    C. build strong bones and teeth
    D. prevent nightblindness
38. The chief function of fat is to
    A. build and repair tissues
    B. yield energy
    C. build strong bones and teeth
    D. prevent nightblindness
39. From the bread and cereal group, a teenager daily needs _____ servings.
    A. 1 or more
    B. 2 or more
    C. 3 or more
    D. 4 or more
40. From the meat group, a teenager daily needs _____ servings.
    A. 1 or more
    B. 2 or more
    C. 3 or more
    D. 4 or more

ANSWER KEY

1. C
2. D
3. A
4. B
5. D
6. B
7. A
8. C
9. B
10. C
11. D
12. A

13. C
14. A
15. B
16. D
17. A
18. C
19. B
20. D

21. Carbohydrates
22. Proteins
23. Fats
24. Vitamins
25. Minerals

26. D
27. B
28. A
29. B
30. C
31. B
32. A
33. D
34. D
35. C
36. B
37. A
38. B
39. D
40. B

I. Importance of personal and family nutrition
   B. Importance and effect of the food elements on the personal and family food nee

NUTRIENTS AND FUNCTION GUIDE

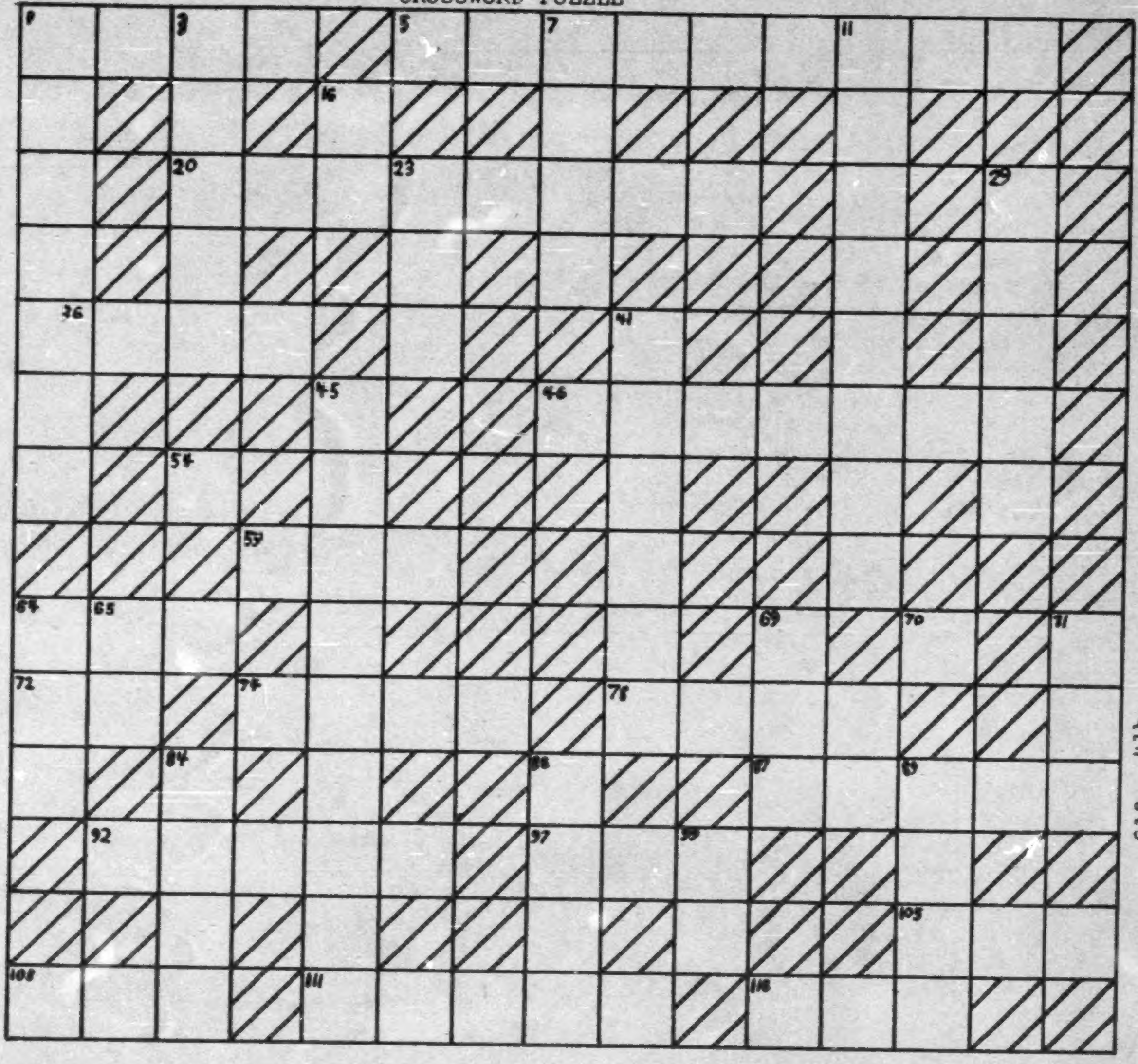
NUTRIENTS	FUNCTIONS	FOOD SOURCES
Proteins	1. 2. 3. 4.	
Carbohydrates	1.	
Fats	1.	
Vitamin A	1. 2. 3. 4.	
Thiamine	1. 2. 3.	
Riboflavin	1.	
Niacin	1. 2. 3.	
Vitamin C	1. 2. 3. 4.	
Vitamin D	1. 2. 3.	
Calcium-Phosphorus	1. 2. 3.	
Iron	1. 2. 3.	
Iodine	1. 2.	
Water	1. 2. 3.	

610 - 40b

I. Importance of personal and family nutrition

B. Importance and effect of the food elements on the personal and family food needs

CROSSWORD PUZZLE



610 - 41b

ACROSS:

1. Foods from this group help bones.
5. General term how the body uses food.
20. These nutrients are found mostly in vegetables.
36. An animal fat.
46. Major nutrient found in meat.
54. Vitamin helps gums and cuts.
59. The fruit-______ group. (abbrev.)
64. Measure for energy value (abbrev.).
70. Vitamin in deep green vegetables.
72. You and me.
74. Vitamin C affects the health of your ______________.
78. Opposite of sweet.
87. Vitamin A helps us see at ______.
92. The _______-Cereal group.
97. An inexpensive food containing high quality protein belongs to the meat group.
105. Your Mother.
108. Eating ______ fruits and vegetables saves nutrients lost in cooking.
111. Meals are usually eaten at the ______.
116. Opposite of No.

DOWN:

1. Protein helps build _________.
3. An organ meat________________.
7. A vacation.
11. A favorite treat from the milk group. (two words)
16. V__amins.

CROSSWORD PUZZLE, continued

DOWN:

23. Teen-
29. Dry _______ are in the meat group.
41. These belong with the vegetables in a group.
45. First meal of the day.
64. Broken place in our skin.
65. Yellow vegetable - S Q U _ _ H.
69. We receive our light from the _______.
71. Eating sweet snacks and between meals may cause one to become _______.
84. To increase in size.
86. A tiny unit of the body.
89. Vitamin C affects the condition of the _______ in our mouth.
99. Foods give us "_______" power.

ANSWER KEY

ACROSS:

1. Milk
5. Nutrition
20. Vitamins
36. Lard
46. Protein
54. C
59. Veg. (Vegetable)
64. Cal. (Calorie)
70. A
72. Us
74. Skin
78. Sour
87. Night
92. Bread
97. Egg
105. Mom
108. Raw
111. Table
116. Yes

DOWN:

1. Muscles
3. Liver
7. Trip
11. Ice Cream
16. It
23. Age
29. Beans
41. Fruits
45. Breakfast
64. Cut
65. As
69. Sun
71. Fat
84. Grow
86. Cell
89. Gums
99. Go

610 - 42b

Adapted from "What's New in Home Economics", 1971.

I. Importance of personal and family nutrition
B. Importance and effect of the food elements on the personal and family food needs

NUTRITION UNIT TEST

Name ____________________________________

Place the correct letter from Column II in the blank to the left of the description in Column I.

		Column I		Column II
_____	1.	Most important nutrient, known for growth of body and repair of tissues.	A.	Carbohydrates
_____	2.	Sugars and starches are two classifications of this nutrient.	B.	Fats
_____	3.	Carries waste out of body and controls body temperature.	C.	Minerals
_____	4.	Associated with healthy skin, nerves, and vitality.	D.	Proteins
_____	5.	Acts as body insulator and protects vital body organs.	E.	Vitamins
_____	6.	Regulates body processes by use of the blood stream.	F.	Water

* * *

_____	7.	Unit used to measure energy value of foods.	A.	Amino acids
_____	8.	A study of the food substances our bodies need.	B.	Ascorbic acid
_____	9.	Lack of good nutrition to keep bodies healthy.	C.	Calorie
_____	10.	Substances found in citrus fruits.	D.	Cellulose
_____	11.	Substances made up of protein necessary for growth.	E.	Diet
_____	12.	Roughage located in vegetables containing high water content such as celery and lettuce, which aid in correct digestion.	F. G.	Malnutrition Nutrition
_____	13.	A plan for eating well balanced meals for good health.		

610 - 43b

Circle T or F concerning the following statements about each nutrient class.

T F 14. It takes a longer time to digest fats than other nutrients, therefore, a person does not get hungry very soon after eating a high fat content meal.
T F 15. The chief purpose of fats and carbohydrates is to provide heat and energy for our bodies.
T F 16. An individual on a diet to loose weight would cut out foods containing fats and carbodydrates.
T F 17. Before carbohydrates are used by the body, they are changed into simple sugars in the digestive process.
T F 18. When more carbohydrates are eaten than are needed, the excess is passed out of our bodies as waste.
T F 19. Vitamin pills are taken as substitutes for lack of natural vitamin intake.
T F 20. Our bodies manufacture the vitamins needed for daily living.
T F 21. Our bodies store large amounts of the vitamins for several days at a time.
T F 22. Our bodies need one serving of the dark green and deep yellow fruit and vegetable group daily.

NUTRITION UNIT TEST, continued

T F 23. Some vitamin content of foods is lost when cooked in fat and water.
T F 24. Complete proteins contain all essential amino acids our bodies need.
T F 25. Protein foods help our body repair tissues, grow, and supply heat and energy for go power.
T F 26. Sources of high quality complete proteins include soybeans, dried peas, beans and lentils.
T F 27. Foods containing complete proteins are served at one daily meal to provide the necessary amino acids our bodies need.
T F 28. The best protein sources come from the highest priced meats.
T F 29. The mineral iron is used by the hemoglobin in the blood to carry oxygen to various parts of the body.
T F 30. The main function of minerals is to help our bodies grow.
T F 31. Calcium and phosphorus work together to help form strong bones and teeth.
T F 32. Iodine is necessary for proper functioning of the thyroid gland.
T F 33. Foods richest in iron are red colored fruits.

Circle T or F concerning the following statements about diseases resulting from a lack of certain nutrients.

T F 34. Rickets is a bone disease caused from lack of calcium.
T F 35. Pellagra is associated with stomach disorders and nerve disorders caused from lack of niacin.
T F 36. Anemia is associated with low red blood cell count due to lack of iron.
T F 37. Iodized salt is needed to prevent a growth called a goiter.
T F 38. Vitamins C and D as needed for good eye sight tend to prevent nightblindness.
T F 39. Scurvy causes gum decay and mouth infections due to lack of Vitamin C.
T F 40. When slight bruising causes black and blue marks, this is due to insufficient calcium and phosphorus in the diet.

610 - 44b

Circle the response that most accurately completes or describes each statement.

41. Which of the following is NOT associated with eating enough protein?
    A. Having strong fingernails and healthy hair.
    B. Keeping a steady progressive growth rate.
    C. Having healthy nerves.
42. When broiled grapefruit is served for breakfast instead of sliced apples, what nutrient is added?
    A. Vitamin A
    B. Vitamin B
    C. Vitamin C
43. When seafood is served instead of beef for dinner, what nutrient is added?
    A. Protein
    B. Iodine
    C. Iron
44. Which of the following has an effect on the amount of Vitamin B added to a product?
    A. Enriched
    B. Fortified
    C. Homogenized
45. Which of the following has an effect on the amount of Vitamin D added to a product?
    A. Enriched
    B. Fortified
    C. Homogenized
46. Which of the following indicates a well-balanced diet?
    A. Dairy group 3, meat group 3, fruit and vegetable group 4, bread and cereal group 4
    B. Dairy group 4, meat group 4, fruit and vegetable group 3, bread and cereal group 2
    C. Dairy group 4, meat group 2, fruit and vegetable group 4, bread and cereal group 4

47. Chopping cabbage very fine, not covering orange juice and overcooking peeled potatoes will result in
    A. loss of carbohydrates
    B. loss of Vitamin C
    C. loss of the B complex vitamins

48. Which of the following is NOT related to poor nutrition?
    A. Poor posture
    B. Aging or looking old before your time
    C. Arthritis

49. When an individual will not drink milk, which of the following should be eaten to obtain adquate amounts of calcium, phosphorus and other nutrients which milk supplies?
    A. Meats, fish, poultry
    B. Ice cream, cheese, cottage cheese
    C. Large amounts of citrus fruits

50. Which of the following is the best way to loose weight?
    A. Eat a balanced diet, cut down on amounts of servings in each food group
    B. Skip a meal, the best one is breakfast.
    C. Cut out fats and carbohydrates from your meals.

ANSWER KEY

1. D
2. A
3. F
4. E
5. B
6. C

7. C
8. G
9. F
10. B
11. A
12. D
13. E

14. T
15. T
16. F
17. T
18. F
19. F
20. F
21. F
22. F
23. T
24. T
25. T
26. F
27. F
28. F
29. T
30. F
31. T
32. T
33. F

34. F
35. T
36. T
37. T
38. F
39. T
40. F

41. C
42. C
43. B
44. A
45. B
46. C
47. B
48. C
49. B
50. A

610 - 45b

I. Importance of personal and family nutrition
    C. Principles of dietary needs

WORD SCRAMBLE FOR EMPTY CALORIE FOODS

Name ______________________________

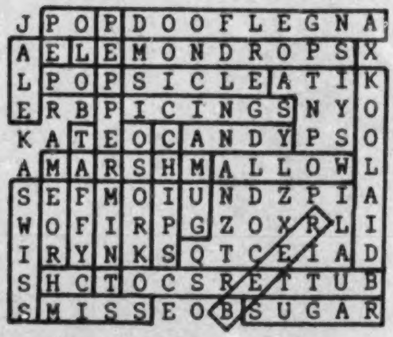
There are 17 different empty calorie foods in the word scramble below. Identify them by circling each food.

J P O P D O O F L E G N A
A E L E M O N D R O P S X
L P O P S I C L E A T I K
E R B P I C I N G S N Y O
K A T E O C A N D Y P S O
A M A R S H M E L L O W L
S E F M O I U N D Z P I A
W O F I R P G Z O X R L I
I R Y N K S Q T C E I A D
S H C T O C S R E T T U B
S M I S S E O B S U G A R

610 - 46b

ANSWER KEY

1. Pop
2. Angelfood
3. Lemon drops
4. Popsicle
5. Icings
6. Candy
7. Marshmallow
8. Butterscotch
9. Swiss Miss
10. Sugar
11. Ale
12. Taffy
13. Peppermint
14. Chips
15. Gum
16. Kool-Aid
17. Beer



J P O P D O O F L E G N A
A E L E M O N D R O P S X
L P O P S I C L E A T I K
E R B P I C I N G S N Y O
K A T E O C A N D Y P S O
A M A R S H M A L L O W L
S E F M O I U N D Z P I A
W O F I R P G Z O X R L I
I R Y N K S Q T C E I A D
S H C T O C S R E T T U B
S M I S S E O B S U G A R

FAD DIETS

There are good diets, bad diets and diets so disastrous that if followed for any length of time can ruin your health and destroy your looks. Despite efforts by leading nutritionists to demonstrate the hazards of fad diets, their popularity continues to grow. One factor they all have in common is the promise of a swift, easy, painless method of weight reduction.

Another factor that fad diets have in common is that they are consistently out of nutritional balance. By far the most common type is the diet that is high in protein and low in carbohydrate.

The following are examples of high protein, low carbohydrate diets:

THE STILLMAN DIET - named for its creator, an internist from New York; consists primarily of lean meats, poultry, fish, seafood, eggs, skimmed milk, cheese - all you can eat - and eight glasses of water a day.

THE AIR FORCE DIET - also called the Fat Pilots Diet, is a variation of the eat all the protein you want approach and has no connection with the U.S. Air Force. The main rule is to restrict the carbohydrate intake to 60 grams a day. A normal diet contains 300 - 400. The basic ingredients are meat and poultry with moderate amounts of vegetables, cheese and eggs. Fish is to be eaten sparingly.

THE MAYO DIET - has been circulated on a person-to-person basis for many years. It has no connection with the clinic in Rochester. It is a combination of eggs, grapefruit and meat with a few vegetables and fruits. The diet promises a quick weight loss of 20 pounds if followed for two weeks, but cautions the dieter not to continue longer than that.

610 - 47b

The following are examples of high carbohydrate - low protein diets: Because of the low intake of protein the body loses more than it takes in. There is a loss of lean muscle tissue instead of what needs to be lost - fat tissue.

BANANA AND SKIM MILK DIET - consists of 1 quart of skim milk and 6 bananas each day for a week. The diet is inadequate in practically all nutrients.

THE MACROBIOTIC DIET - is supposedly a Zen Buddhist diet and has been adopted recently by those seeking spiritual awakening. At first, rice is coupled with fruit, vegetables and chicken. Then, as a higher stage of enlightenment is reached, the diet is limited to only rice. This diet can be extremely dangerous. A few years ago one young woman starved herself to death on this diet.

These are some examples of fad diets - there are many others. Don't be fooled by them. Statistics show you may lose weight but you will gain it back quickly because you have not changed your eating habits, and most of all you may endanger your health.

II. Basic food practices, preparation, and equipment
A. Importance of kitchen safety and sanitation practices

FOOD CONTAMINATION, FOOD SPOILAGE, AND FOOD POISONING PROGRAMMED LESSON

The micro-organisms responsible for food spoilage are bacteria, mold and yeast. Some micro-organisms, which can be seen only under a microscope are considered beneficial because they produce desirable changes in foods. For example, bacteria are used to make buttermilk and sauerkraut; molds are used in aging cheese, and yeast is used in bread making.

True or False:
1. All micro-organisms are harmful.
2. What three micro-organisms are responsible for food spoilage?
   ________________, ________________, ________________

Micro-organisms, like any other living organisms, need certain conditions in order to grow. They need warmth, moisture, and food. When any one of these is not present, micro-organisms cannot grow.

3. In order to grow micro-organisms need ________________, ________________, ________________.

FALSE
BACTERIA
MOLDS
YEAST

These facts can be used when handling and storing foods to prevent harmful micro-organisms from getting into the food, multiplying and causing illness.

WARMTH
MOISTURE
FOOD

610 - 48b

Food should be handled carefully with clean hands or utensils; food should not be contaminated by unclean work surfaces and storage areas. Food should be properly covered and stored at correct temperatures to prevent contamination which might cause harmful effects when the food is eaten.

Of the micro-organisms, bacteria are the most difficult to destroy. There are many kinds of bacteria; some require much higher temperature to destroy them than others. Different kinds of bacteria can grow at refrigerator temperatures, some at temperatures well over 100° F., but most bacteria grow best at temperatures from 68° to 100° F. The various bacteria also have different requirements for moisture, food and oxygen. Some bacteria grow without oxygen.

Mold is a fluffy growth that is often white. Mold grows on many foods such as fruits, breads, meat, and jellies. Some mold even grows at refrigerator temperatures. Most molds are easily destroyed by boiling temperature. They usually grow on the surface of food and do not produce a harmful substance. When the mold growth is very heavy, all the food may be changed in flavor and should be discarded.

Yeasts usually have only one cell. They are easily destroyed by boiling and most yeasts are destroyed at temperatures below boiling (120° - 140° F.) in about 15 minutes. Yeast is always present in the air and can contaminate food.

True or False:

4. Yeasts are the micro-organisms hardest to destroy.
5. Some molds will continue to grow at refrigerator temperature.
6. Some bacteria requires much higher temperature to destroy them than others.

Sanitation by refrigeration can eliminate a great deal of food contamination. The number of food poisoning cases may run to between three hundred thousand and one million a year. Some are slight; some cause death. Food that is not properly refrigerated is one of the greatest causes. Contaminating germs may get into food through handling and grow because the food is not kept cold. Germs, or micro-organisms, thrive best in temperatures between 40° and 120° F.

FALSE
TRUE
TRUE

Whether cooked or fresh, foods should not be allowed to remain at room temperature for more than a total of three hours. This includes the time in the preparation, serving, and after the meal is over.

Recommended temperature ranges for fresh food refrigeration:

Maximum acceptable temperature for storage of all perishable foods	50°
Fruits, vegetables, and most other perishable products	44° - 50°
Dairy products	38° - 46°
Meat and fowl	33° - 38°
Fish and shellfish	23° - 30°
Frozen foods	0 - Minus 20°

Illness from contaminated food is most unpleasant and can be fatal. Food poisoning is one of two types: bacterial, caused by harmful germs or micro-organisms; and chemical, caused by sprays, insecticides or other poisonous substances becoming mixed with food.

7. One of the greatest causes of food poisoning is ______________________________.
8. Germs thrive best in temperatures between _____° and _____° F.
9. Foods should not be allowed to remain at room temperature for more than _____ hours.
10. The two types of food poisoning are ______ and ______.

Food poisoning from bacteria can be broken down into two groups: food infection and food intoxication. Food is infected by bacteria from diseased poultry or animals and by rodents or insects. Food intoxication comes from food prepared by a person with an infected hand or hands that have not been cleaned after touching open boils or sores.

FOOD THAT IS NOT KEPT REFRIGERATED
40° AND 120° F.
THREE
BACTERIAL AND CHEMICAL

11. Food poisoning by bacteria may be broken down into two groups: ____________ and ____________.

Foods that are not properly refrigerated, canned or frozen may also cause poisoning by food intoxication. Botulism is a serious bacterial food poisoning resulting from improperly canned foods. It can be destroyed, if spores have not developed, by boiling at 212° for 10 minutes. Spores are tough-walled reproductive cells that partially protect the bacteria from heat and light and are only destroyed by temperatures above boiling.

FOOD INFECTION
AND FOOD INTOXICATION

Home canned, non-acid foods should never be eaten before boiling.

12. Food poisoning which results from improperly canned foods is called ____________________.
13. If spores have not developed, this type of food poisoning may be destroyed by ________________________________.

Cans that have bulged ends indicate food spoilage. Dented cans may have the seal broken allowing air and bacteria to enter. If so, there is danger of food spoilage and poisoning. Another indication of food that has spoiled is "fizzing" of the can or jar when opened.

BOTULISM
BOILING FOR 10
MINUTES

Chemical food poisoning comes from plant sprays containing poisons or from chemical powders used to kill ants, roaches, or other insects. This is another reason why food should be washed before it is eaten.

14. Some indications of food spoilage are ____________________ ____.

610 - 50b

Food spoils if it is not properly cared for. It also spoils if it is kept too long under the wrong conditions. Some forms of food spoilage can be detected by odor, change in color and general appearance. Other forms of food poisoning cannot be detected. Do not take chances with food that may have spoiled.

BULGED CANS
"FIZZING" OF THE
CAN OR JAR WHEN
OPENED
DENTED CANS (IF
THE SEAL IS BROKEN)

Good care prolongs the freshness and wholesomeness of food. It guards against contamination and delays spoilage.

II. Basic food practices, preparation, and equipment

A. Importance of kitchen safety and sanitation practices

KITCHEN SAFETY TEST

Name ______________________________

Place the correct letter from Column II in the blank at the left of the statement it best describes in Column I.

		Column I		Column II
_____	1.	Used to put out a grease fire	A.	Cold water
_____	2.	Happens to hot pans when placed in water	B.	Cutting board
_____	3.	Most dangerous type of knife	C.	Baking soda
_____	4.	The best treatment for a minor burn	D.	Dull
_____	5.	May cause a burn if the cover is lifted off of the pan incorrectly	E.	Sharp
			F.	Steam
_____	6.	Used for chopping, slicing, and cutting items on to prevent damage to counter tops	G.	Warp

* * *

Circle T or F.

T F 7. Store foods and utensils close to where they will be used.

T F 8. Clean up spills after you have finished preparing the meal.

T F 9. Place the oven racks in their correct position before turning on the oven.

T F 10. Strain out the glass particles from a broken jar of food and use the food.

T F 11. Turn on the oven then check to see if there is anything inside.

T F 12. When washing knives, place them all in the soapy water at the same time and then wash them.

T F 13. When peeling carrots or potatoes, cut away from the body.

T F 14. A wooden spoon is used for stirring foods that are cooking on the range because they do not get as hot as metal ones.

T F 15. A rubber mat in the bottom of the sink prevents breakage when washing dishes.

T F 16. Pyrex or ovenproof casserole dishes are used on heating units on top of the range when cooking.

T F 17. When using the fire extinguisher, point the nozzle towards the base of the fire.

T F 18. Allow food particles to go down the sink drain.

Circle T for the items that will prevent accidents from happening in the kitchen and F for those items that will not prevent accidents.

T F 19. Accidents can be prevented by being aware of them.

T F 20. Following safe practices and procedures will prevent accidents.

T F 21. Following procedures for eliminating hazards will prevent them.

T F 22. Prevent accidents from happening by going about your work with little concentration on the job at hand.

T F 23. Prevent accidents by letting someone else do all the dangerous work in the kitchen.

610 - 51b

Circle T or F.

T F 24. Damp potholders are not dangerous.

T F 25. Use crocheted potholders, the ones with small and large loops and spaces, for hot pans as they make the kitchen pretty.

T F 26. Place potholders close to the area in which they are needed.

T F 27. The safest potholders are well insulated.

T F 28. Use your apron as a potholder.

Circle only one correct answer for each of the following questions.

29. Which statement below is NOT an important safety factor explaining why a utensil is placed on the unit before turning the unit on? By placing the pot on the unit before turning it on will prevent:
    A. many hazards from occurring.
    B. one from burning a hand or arm from the heat of the unit.
    C. one from burning or scorching the handle of the pot or pan.
    D. one from burning the bottom of a clean pan.
30. Select the answer that does NOT give a reason why one should never leave an exposed flame or heating element on a range. An exposed heating element (burner):
    A. may cause an unexpected fire.
    B. may cause serious injury.
    C. could damage certain parts of other pots and pans that are on the range.
    D. will make the range overheat because of lack of pressure on the heating unit.
31. Which statement is NOT true about working with cords and electrical appliances?
    A. Use wet hands when operating an electrical appliance to prevent shocks.
    B. Pull cords out by the plug, not by the cord.
    C. Plug the cord into the appliance first and then into the outlet to avoid sudden unexpected operation of the applicance.
    D. Check to see if the appliance is on "off" before plugging it into the outlet.
32. Which statement is NOT a reason why one should completely open the oven door and pull out the rack until it catches? Because it:
    A. gives one more room to test the product.
    B. incorporates needed air into the product.
    C. allows one to lift covers more easily to see the product.
    D. helps to prevent burns received from reaching into the oven.
33. Which of the following is NOT an advisable way to dress when working in the kitchen?
    A. Keep hair tied back and clear of face.
    B. Wear clothes that are simple and comfortable.
    C. Remove dangly jewelry to eliminate additional hazards.
    D. Wear long sleeves with close cuffs to keep warm.
34. Which of the following statements is NOT true about sanitation in the kitchen?
    A. It takes less time and is more convenient to work in a dirty kitchen because everything is out and available for use.
    B. It is unsanitary to prepare a meal in a dirty kitchen.
    C. A cluttered kitchen causes damage to oneself and the equipment.
    D. It takes more time to prepare a meal in a dirty kitchen.

610 - 52b

35. Which statement is NOT a reason for placing the pan handles pointing in towards the back of the range? To prevent

A. someone from running into a pan handle.
B. the pan from falling off the range.
C. the pans from touching each other.
D. slipping or spilling from the range.

610 - 53b

ANSWER KEY

1. C
2. G
3. D
4. A
5. F
6. B

7. T
8. F
9. T
10. F
11. F
12. F
13. T
14. T
15. T
16. F
17. T
18. F

19. T
20. T
21. T
22. F
23. F
24. F
25. F
26. T
27. T
28. F

29. C
30. D
31. A
32. B
33. D
34. A
35. C

RECIPE FORMS

Name ______________________________

Upon completion of this packet, you will be able to give examples of all three recipe forms and identify the differences between the forms. Cookbooks are an excellent source of each form -- use them to help find your ideas and examples.

1. The three most used forms for presenting recipes are the standard form, the action form, and the narrative form.
   Most often used recipe forms are _________, _________, and _________.
2. The standard form lists ingredients and amounts first.
   _________ and _________ are listed first in the standard form.
3. The standard form method follows in paragraphs or steps.
   The method of a standard form recipe follows a list of _________ or _________.
4. The method of a standard recipe form follows a list of ingredients and amounts of either _________ or _________.
5. The standard form is especially good for recipes using many ingredients.
   Recipes using many ingredients are best written in _________ form.
6. The three most used forms for presenting recipes are the _________, _________, and the _________.
7. Action form combines narrative action with listed ingredients.
   Narrative _________ plus listed ingredients are incorporated into the _________ form.
8. Action form is easy to follow, but takes more space and is difficult to arrange economically on paper.
   Action form takes much space, but it is _________ to follow.
9. The three most used forms for writing recipes are action, standard, and _________.
10. Narrative form incorporates amounts of ingredients with the method.
    Amounts of ingredients and method are _________ in the narrative form.
11. Narrative form can be expanded for detail or condensed for offhand recipe ideas.
    Narrative form is the most versatile. It can be _________ for detail or _________ for offhand ideas.
12. Unless the recipe is short, narrative is the hardest form to follow but uses the least amount of space on paper.
    For a long recipe, _________ is the hardest form to follow, but takes little space.
13. The three most used forms for writing recipes are _________, _________, and _________.
14. The following recipe is an example of the _________ form:

Molded Fruit Gelatin

1 pkg. (3 oz.) fruit-flavored gelatin
1 to 2 cups drained, cut up fruit

1. Dissolve gelatin as directed on package
2. Cool until mixture begins to thicken
3. Stir in fruit
4. Pour into 1 quart mold or 6 individual molds
5. Chill until set
6. Unmold

Serves 6

610 - 54b

15. Below is an example of the ________ form.

Measure and sift together into mixing bowl:
1 2/3 cup sifted cake flour
1/4 cup sugar
1 teaspoon baking powder
3/4 teaspoon soda
1/2 teaspoon salt
1/2 teaspoon cinnamon
1/2 teaspoon ginger
1/4 teaspoon cloves

Add 1/4 cup shortening (at room temperature)
Mix together: 1/2 cup molasses
1/2 cup water
Pour 3/4 of this molasses-water mixture into dry ingredients.
Beat 2 min. at low speed or 300 strokes by hand.
Add remainder of liquid and 1 unbeaten egg.
Beat 1 min. or 150 strokes by hand.
Pour batter into greased, lightly floured 9 x 9 inch pan.
Bake at 350° for 30 min.

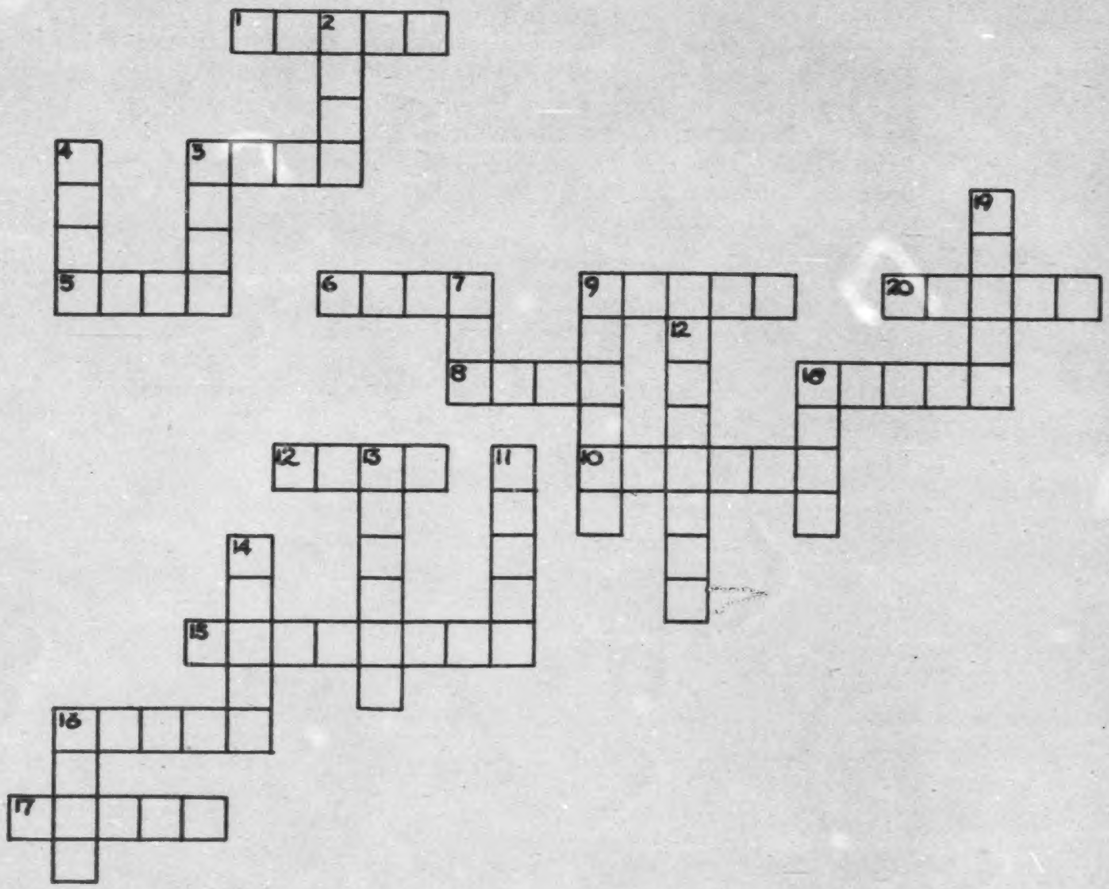
16. Below is an example of the ________ form:

Let 1 lb. quick frozen cod fillets stand at room temperature 15 min. or thaw fillets enough to separate. Cut each fillet in serving pieces with heavy knife. Arrange fish in greased shallow baking dish. Brush with melted butter or margarine and sprinkle with salt and pepper. Pour 3/4 cup milk over fish and cover with buttered crumbs.

Bake at 400° about 40 - 45 min. or until fish flakes apart easily with a fork. Makes 3 - 4 servings.

610 - 55b

CUTTING AND CHOPPING CROSSWORD PUZZLE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ACROSS

1. to divide salad greens into pie shape pieces
3. to remove seed, core from apple
5. to cut off outer skin
6. to cut a small amount with short stroke with scissors
8. to pull salad greens in pieces
9. to cut into flat pieces
10. to stick a fork into,to allow steam to escape
12. to press food into pulp with a potato masher
15. to cut food into shoe-string like strips
16. to cut or tear into small, long, narrow pieces
17. to cut or chop into very small pieces
18. to press fruit or vegetables through a fine sieve
20. to reduce to particles by pounding or grinding

DOWN

2. tc cut into very small cubes
3. to remove the seeds and the core of an apple
4. to cut into fine pieces with a knife or mechanical cutter
7. to remove the pit or seed from a fruit
9. to remove the skin by rubbing it with a sharp knife
11. to chop or cut into very small pieces
12. to exert pressure to get the juice out of a fruit
13. to cut or shred into long, thin pieces
14. to beat meat with mallet to make more tender
16. to cut narrow gashes part way through outer surface to prevent curling
18. to pull off the outer skin or rind of fruit or vegetable
19. to cut a vegetable making a grooved edge

610 - 57b

ANSWER KEY

ACROSS

1. Wedge
3. Core
5. Pare
6. Snip
8. Tear
9. Slice
10. Pierce
12. Mash
15. Julienne
16. Shred
17. Mince
18. Puree
20. Crush

DOWN

2. Dice
3. Core
4. Chop
7. Pit
9. Scrape
11. Grate
12. Squeeze
13. Sliver
14. Pound
16. Slit
18. Peel
19. Flute

FOOD TERMINOLOGY WORD SCRAMBLE

Below are a total of 49 words to be found in this word scramble. There are words from each of the classifications studied:

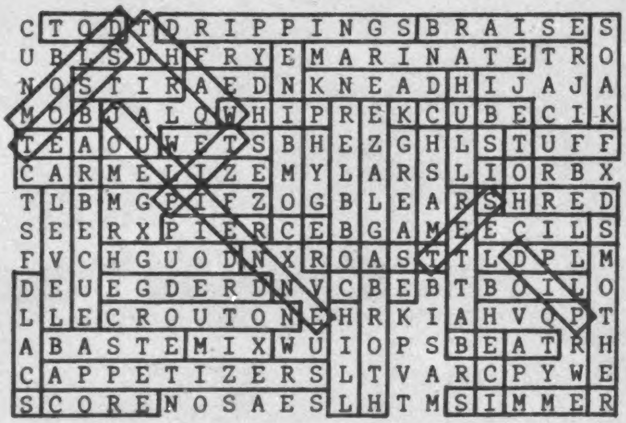
cutting and chopping . . .	8
baking	8
food and serving	9
mixing and measuring . . .	9
top of the stove	15

The words are in a vertical, horizontal, or a diagonal line and may be spelled from left to right or right to left.

C	T	O	D	T	D	R	I	P	P	I	N	G	S	B	R	A	I	S	E	S
U	B	L	S	D	H	F	R	Y	E	M	A	R	I	N	A	T	E	T	R	O
N	O	S	T	I	R	A	E	D	N	K	N	E	A	D	H	I	J	A	J	A
M	O	B	J	A	L	Q	W	H	I	P	R	E	K	C	U	B	E	C	I	K
T	E	A	O	U	W	E	T	S	B	H	E	Z	G	H	L	S	T	U	F	F
C	A	R	M	E	L	I	Z	E	M	Y	L	A	R	S	L	I	O	R	B	X
T	L	B	M	G	P	I	F	Z	O	G	B	L	E	A	R	S	H	R	E	D
S	E	E	R	X	P	I	E	R	C	E	B	G	A	M	E	E	C	I	L	S
F	V	C	H	G	U	O	D	N	X	R	O	A	S	T	T	L	D	P	L	M
D	E	U	E	G	D	E	R	D	N	V	C	B	E	B	T	B	O	I	L	O
L	L	E	C	R	O	U	T	O	N	E	H	R	K	I	A	H	V	Q	P	T
A	B	A	S	T	E	M	I	X	W	U	I	O	P	S	B	E	A	T	R	H
C	A	P	P	E	T	I	Z	E	R	S	L	T	V	A	R	C	P	Y	W	E
S	C	O	R	E	N	O	S	A	E	S	L	H	T	M	S	I	M	M	E	R

610 - 58b

ANSWER KEY



C	T	O	D	T	D	R	I	P	P	I	N	G	S	B	R	A	I	S	E	S
U	B	L	S	D	H	F	R	Y	E	M	A	R	I	N	A	T	E	T	R	O
N	O	S	T	I	R	A	E	D	N	K	N	E	A	D	H	I	J	A	J	A
M	O	B	J	A	L	Q	W	H	I	P	R	E	K	C	U	B	E	C	I	K
T	E	A	O	U	W	E	T	S	B	H	E	Z	G	H	L	S	T	U	F	F
C	A	R	M	E	L	I	Z	E	M	Y	L	A	R	S	L	I	O	R	B	X
T	L	B	M	G	P	I	F	Z	O	G	B	L	E	A	R	S	H	R	E	D
S	E	E	R	X	P	I	E	R	C	E	B	G	A	M	E	E	C	I	L	S
F	V	C	H	G	U	O	D	N	X	R	O	A	S	T	T	L	D	P	L	M
D	E	U	E	G	D	E	R	D	N	V	C	B	E	B	T	B	O	I	L	O
L	L	E	C	R	O	U	T	O	N	E	H	R	K	I	A	H	V	Q	P	T
A	B	A	S	T	E	M	I	X	W	U	I	O	P	S	B	E	A	T	R	H
C	A	P	P	E	T	I	Z	E	R	S	L	T	V	A	R	C	P	Y	W	E
S	C	O	R	E	N	O	S	A	E	S	L	H	T	M	S	I	M	M	E	R

II. Basic food practices, preparation, and equipment
B. Use of recipes

BAKING TERMS CROSSWORD PUZZLE

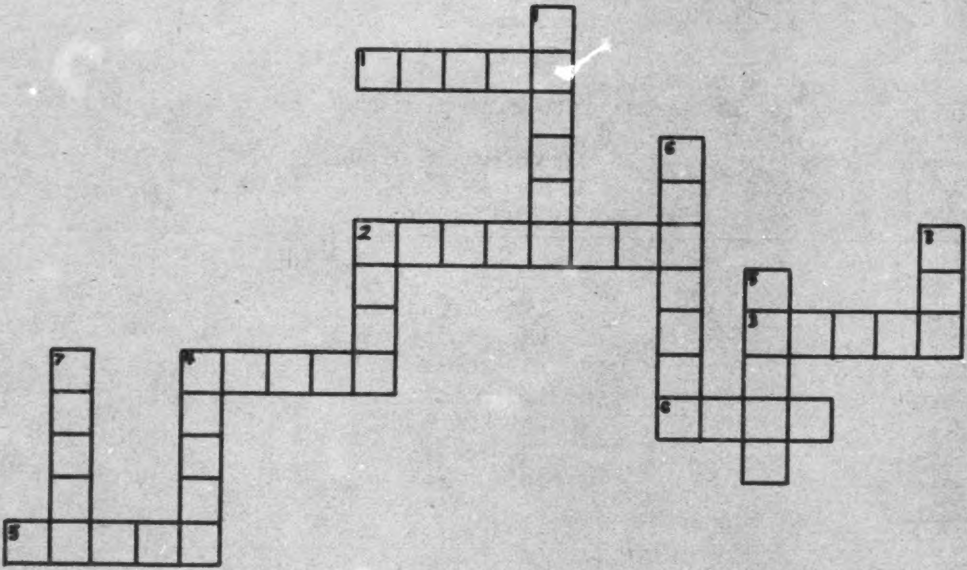
ACROSS

1. To cover all sides of a food with one ingredient before browning or baking.
2. To baste meat from time to time with a highly seasoned sauce as it cooks over hot coals, in an oven or under a broiler.
3. To cook meat, uncovered in an oven without added moisture.
4. To moisten food while it is cooking by spooning liquid or fat over it.
5. To cool in a refrigerator.
6. To defrost.

DOWN

1. To rub food or a pan lightly with shortening or salad oil.
2. To cook by dry heat in an oven.
3. To put small pieces of butter, cheese, or nuts on top of a food.
4. To cook directly under heating unit or over the coals of an open fire.
5. To cover all sides of a food with one ingredient or a mixture of ingredients.
6. To heat an oven to the correct temperature before putting in the food to cook.
7. To use a brush, folded paper or a cloth to spread a thin coat of melted butter, oil, or beaten egg on food.

610 - 59b



Answer Key

Across	Down
1. Flour	1. Grease
2. Barbecue	2. Bake
3. Roast	3. Dot
4. Baste	4. Broil
5. Chill	5. Bread
6. Thaw	6. Preheat
	7. Brush

II. Basic food preparation, equipment and practices
B. Use of recipe

CUTTING AND CHOPPING WORD JUMBLE

1.	DEEWG	To cut into ▽ shape.	_ _ _ _ _
2.	RAPE	To cut off outer skin or covering.	_ _ _ _
3.	BEUC	To cut in even squares.	_ _ _ _
4.	DRESH	To cut or tear into small, long, narrow pieces.	_ _ _ _ _
5.	LEPE	To pull off the outer skin.	_ _ _ _
6.	TIP	To remove the center from some fruits.	_ _ _
7.	ILTS	To cut a long narrow opening.	_ _ _ _
8.	HAMS	To press food into pulp.	_ _ _ _
9.	NIUEEJLN	To cut food into shoe-string strips.	_ _ _ _ _ _ _ _ _
10.	ZUESQEE	To exert pressure to get juice.	_ _ _ _ _ _ _ _
11.	CIDE	To cut into very small cubes.	_ _ _ _
12.	CIMNE	To chop or cut into very small pieces.	_ _ _ _ _
13.	REAT	To pull salad greens into pieces.	_ _ _ _
14.	DRING	To cut or crush food in chopper.	_ _ _ _ _
15.	PISN	To cut a small amount with one stroke.	_ _ _ _
16.	CROE	To remove seeds and center of apple.	_ _ _ _
17.	HOCP	To cut into fine pieces by a knife.	_ _ _ _
18.	NUPOD	To beat with a mallet.	_ _ _ _ _
19.	VERISL	To shred in long thin pieces.	_ _ _ _ _ _
20.	RUPEE	To press fruit or vegetable through a fine sieve.	_ _ _ _ _
21.	TULEF	To cut a vegetable so that it has a grooved edge.	_ _ _ _ _
22.	RAKEB	To divide in pieces.	_ _ _ _ _
23.	CREEPI	To stick a fork into food, to allow steam to escape.	_ _ _ _ _ _
24.	REATG	To scrape into small pieces on a surface with tooth-edged punctures.	_ _ _ _ _
25.	CEAPSR	To remove the skin by rubbing it with a sharp edge of a knife.	_ _ _ _ _ _
26.	ICELS	To cut across into flat pieces.	_ _ _ _ _

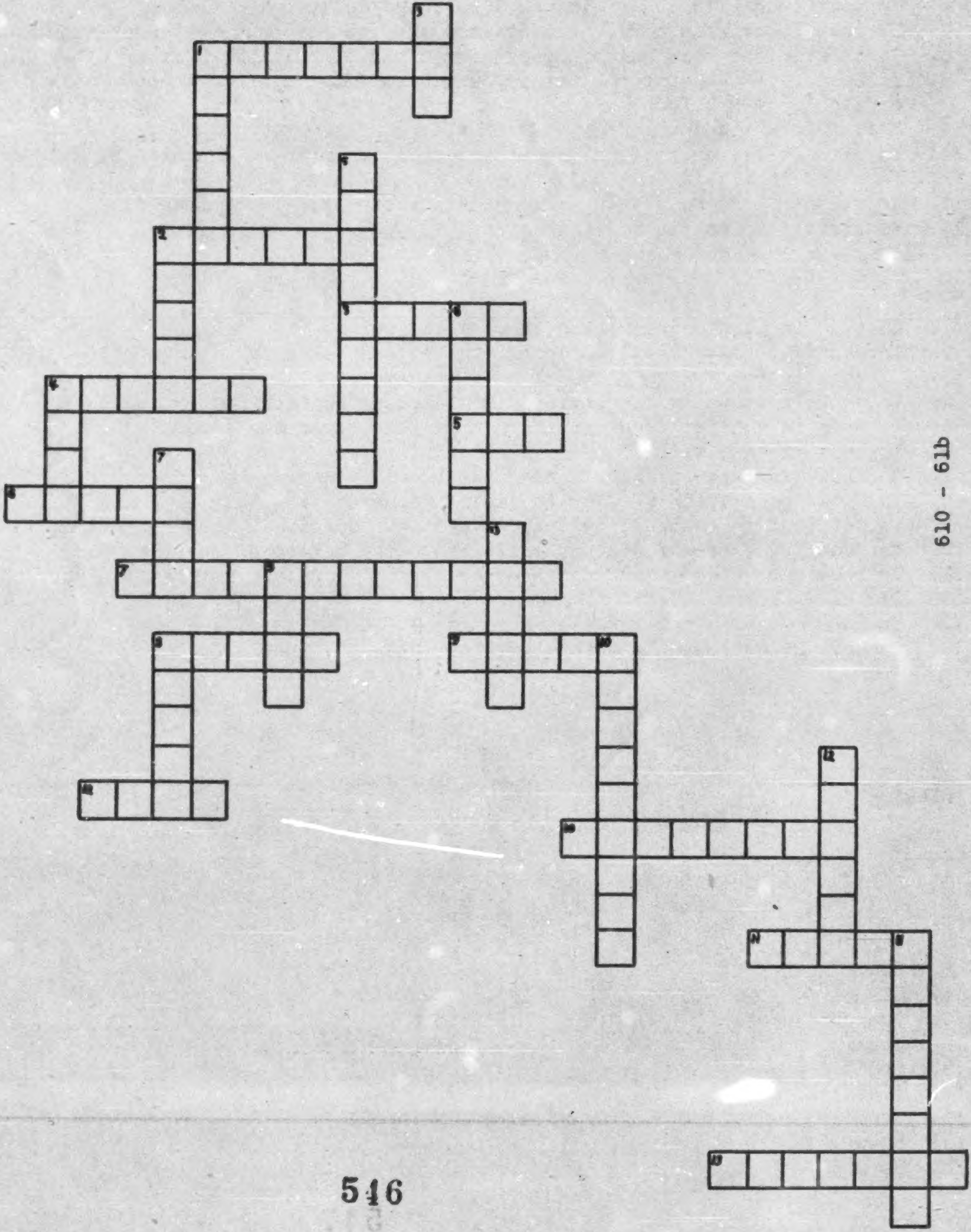
610 - 60b

ANSWER KEY

1. Wedge
2. Pare
3. Cube
4. Shred
5. Peel
6. Pit
7. Slit
8. Mash
9. Julienne
10. Squeeze
11. Dice
12. Mince
13. Tear
14. Grind
15. Snip
16. Core
17. Chop
18. Pound
19. Sliver
20. Puree
21. Flute
22. Break
23. Pierce
24. Grate
25. Scrape
26. Slice

II. Basic food practices, preparation, and equipment
B. Use of recipe

TOP OF THE RANGE COOKING TERMS CROSSWORD PUZZLE



610 - 61b

TOP OF THE RANGE COOKING TERMS CROSSWORD PUZZLE, continued

ACROSS

1. To cover a food with a thick layer of some ingredient.
2. To brown meat or vegetables in a small amount of fat, then cook slowly in a covered pan with small amount of water.
3. To cook a second time in sugar or syrup.
4. To place quickly into boiling water to loosen skin.
5. To put food into something and take out quickly.
6. To coat food with sugar, icing, syrup, and jelly.
7. To cook food in an airtight container at high temperatures under steam pressure.
8. To cook in the steam which arises from a pan of boiling water or other liquid.
9. To heat to a temperature just below the boiling point or to pour boiling water or liquid over a food or item.
10. Melt into a liquid.
11. To extract flavor, colors, or other qualities from a substance by allowing it to stand in liquid just below the boiling point.
12. To simmer foods slowly in small quantity of water for a long time.
13. To partially cook in boiling water.

DOWN

1. To cook in liquid just below the boiling point.
2. To pan fry, bake, broil, or roast until food takes on a brown color.
3. To cook in hot fat in pan on top of the stove.
4. To cook in steaming liquid in which bubbles are breaking on the surface.
5. To cook in hot fat deep enough to more than cover the foods.
6. To coat thickly with flour or a flour mixture.
7. To brown surface quickly in a hot kettle.
8. To brown quickly in skillet in small amount of fat.
9. To put food in enough liquid to cover for a specified length of time.
10. Fat and juice from meat that collects in the bottom of roasting pan.
11. To cook uncovered in an ungreased or slightly greased hot skillet pouring off fat as it accumulates.
12. To rub food or pan lightly with shortening or salad oil.
13. To cook by surrounding with simmering water or other liquid.

610 - 62b

ANSWER KEY

ACROSS

1. Smother
2. Braise
3. Candy
4. Blanch
5. Dip
6. Glaze
7. Pressure cook
8. Steam
9. Scald
10. Dissolve
11. Steep
12. Stew
13. Parboil

DOWN

1. Simmer
2. Brown
3. Fry
4. Boil
5. French fry
6. Dredge
7. Sear
8. Saute
9. Soak
10. Drippings
11. Pan broil
12. Grease
13. Poach

II. Basic food practices, preparation, and equipment
B. Use of recipes

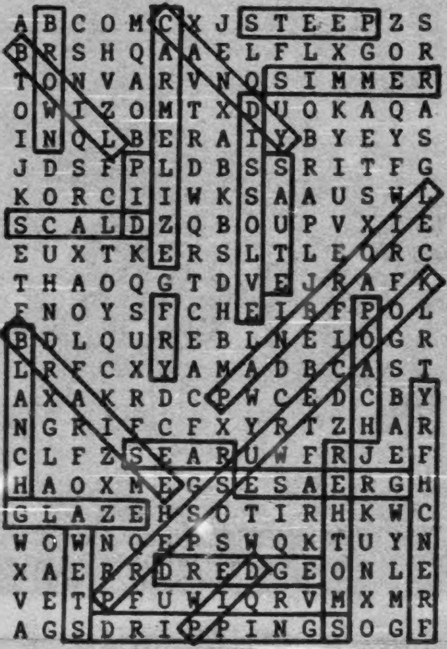
TERMS - "TOP OF THE RANGE" WORD SCRAMBLE

```
A B C O M C X J S T E E P Z S
B R S H Q A A E L F L X G O R
T O N V A R V N Q S I M M E R
O W I Z O M T X D U O K A Q A
I N Q L B E R A I Y B Y E Y S
J D S F P L D B S S R I T F G
K O R C I I W K S A A U S W L
S C A L D Z Q B O U P V X I E
E U X T K E R S L T L E O R C
T H A O Q G T D V E J R A F K
F N O Y S F C H E I B F P O L
B D L Q U R E B L N E I O G R
L R F C X Y A M A D B C A S T
A X A K R D C P W C E D C B Y
N G R I F C F X Y R T Z H A R
C L F Z S E A R U W F R J E F
H A O X M E G S E S A E R G H
G L A Z E H S O T I R H K W C
W O W N Q E P S W Q K T U Y N
X A E R R D R E D G E O N L E
V E T P F U W I Q R V M X M R
A G S D R I P P I N G S O G F
```

610 - 63b

ANSWER KEY

1. Steep
2. Sear
3. Glaze
4. Drippings
5. Dredge
6. Simmer
7. Scald
8. Pressure cook
9. Blanch
10. French fry
11. Dissolve
12. Pan broil
13. Boil
14. Dip
15. Poach
16. Braise
17. Brown
18. Fry
19. Grease
20. Carmelize
21. Saute
22. Stew
23. Candy
24. Smother



CORRECT WAYS TO MEASURE

Ingredients	What to Use	How to Measure (Always measure level)
Shortening	Nested cups	Scoop from can to cup with scraper. Press into cup firmly, level off. For cold, solid fats, let stand at room temperature until soft, then measure. Measure by the water displacement method when using liquid measuring cup. 1/2 cup cold water, add shortening until the 1 cup level, pour off water. Equals 1/2 cup shortening.
Flour	Nested cups	Sift flour, even if it is pre-sifted flour. Spoon sifted flour into measuring cup without shaking or packing down. Level off top with spatula. Dip-level-pour method: Spoon into cup or spoon, level off with spatula or flat side of a knife.
Liquids; oils, syrup, etc.	Graduated glass measuring cup	Measure and read at eye level. Scrape cup with a rubber spatula after pouring out.
Sugar and other solids	Nested cups or measuring spoons	Spoon into cup or spoon, level off with spatula, or flat side of a knife. For brown sugar, pack firmly into cup with spoon, then level.

610 - 64b

WHY SIFT: Sift all flour just before measuring. Even 'pre-sifted' flour packs down in storage. With packed flour you get more in the cup so baked goods may be dry and heavy. Sifting unpacks and adds air to flour so you get the same amount every time you measure.

II. Basic food practices, preparation, and equipment
B. Use of recipes

ABBREVIATIONS AND EQUIVALENTS QUIZ

Name ________________________________

1. Why is it important to use standardized (standard) measuring equipment?

2. How do you measure 1/2 C. shortening by the water displacement method?

3. Dry ingredients are measured in a __________ measuring cup.

4. Liquid ingredients such as milk or oil are measured in a __________ measuring cup.
5. Why?

6. Liquid ingredients are read at __________ level.

7. What is the scientific principle involving liquids in a container... In other words, WHY for number six?

8. Dry ingredients are leveled off with a __________.

9. Why do you sift flour even if you buy the pre-sifted kind?

10. Your recipe calls for one ounce of unsweetened chocolate...you would use _____ square(s).
11. A recipe says use 4 T. of flour, what is a simpler measurement?

12. Which measuring spoons would you use to measure 2 1/2 T. of sugar?

13. A recipe calls for 1/2 C. of butter or margarine. What will you use so you will not have to measure it in the cup?
14. A recipe requires that you use 2 C. of grated cheese...how much cheese would you buy?
15. A recipe calls for 4 C. of milk, what size container would you buy?

16. A recipe calls for 2 oz. of cocoa, how many T. of cocoa would you use?

17. A recipe calls for 5 T and 1 t., what is a simpler measurement?

18. 3 t. = _____ T.

19. 1 C. = _____ T.

20. 1 qt.= _____ pts.

21. 1 pt.= _____ C.

22. 8 T. = _____ C

23. 1 C. = _____ fl. oz.

24. 5 lb. bag of flour = _____ C.

25. 4 sticks of butter = _____ C.

Answer key found on page 610 - 67b.

II. Basic food practices, preparation, and equipment
B. Use of recipes

COMMON ABBREVIATIONS AND EQUIVALENTS FOR FOOD PREPARATION

1. t., tsp. - __________
2. T., Tbsp.- __________
3. oz. - __________
4. lb. - __________
5. C. - __________
6. pt. - __________
7. qt. - __________
8. gal.- __________
9. pk. - __________
10. bu. - __________
11. sq. - __________
12. °C. - __________
13. °F. - __________
14. F.G., f.g. - __________
15. s or sml - __________
16. med. - __________
17. lg. - __________
18. wt. - __________
19. Cal. - __________
20. fl. oz. - __________

21. 3 t. = __________
22. 4 T. = __________
23. 8 fl. oz. = __________
24. 16 T. = __________
25. 2 C. = __________
26. 2 pt.= __________
27. 4 qt.= __________
28. 8 qt.= __________
29. 4 pk.= __________
30. 16 oz. = __________
31. pinch = __________
32. dash = __________
33. 1 lb. butter = ______ C.
34. 1 stick butter = ____ C.
35. 1 lb. Am. Cheese grated = ______ C.
36. 3 oz. Cream Cheese = ______ T.
37. 1 oz. Unsweetened Choc. = ______ sq.
38. 1 lb. Flour = ______ C.
39. 1 lb. Cake flour = ______ C.
40. 1 lb. granulated sugar = ______ C.
41. 1 lb. confectioners sugar = ______ C
42. 1 lb. any syrup = ______ C.

610 - 66b

ABBREVIATIONS AND EQUIVALENTS QUIZ - ANSWER KEY

1. So the recipe will always turn out correctly. (controlled)
2. 1/2 cup cold water in graduated liquid measuring cup, add shortening to 1 cup line. Pour off H_2O.
3. Nested tin.
4. Glass.
5. Easier to read. More accurate to read at eye level.
6. Eye.
7. Converse and concave curves.
8. Spatula.
9. Put air into (unpack). Every cup will always be the same measure.
10. One
11. 1/4 cup
12. 2 T., 1 t., 1/2 t.
13. 1 stick
14. 1/2 lb.
15. 1 quart
16. 4 T.
17. 1/3 cup
18. 1 T.
19. 16 T.
20. 2 pts.
21. 2 cups
22. 1/2 cup
23. 8 fl. oz.
24. 20 cups
25. 2 cups

COMMON ABBREVIATIONS AND EQUIVALENTS FOR FOOD PREPARATION - ANSWER KEY

610 - 67b

1. teaspoon
2. Tablespoon
3. ounce
4. pound
5. cup
6. pint
7. quart
8. gallon
9. peck
10. bushel
11. square
12. degree Centigrade
13. degree Fahrenheit
14. few grams
15. small
16. medium
17. large
18. weight
19. calorie
20. fluid ounce

21. 1 Tablespoon
22. 1/4 cup
23. 1 cup
24. 1 cup
25. 1 pint
26. 1 quart
27. 1 gallon
28. 1 peck - dry
29. 1 bushel
30. 1 lb.
31. two fingers - less than 1/8 t.
32. 3 shakes - less than 1/8 t.
33. 2 cups
34. 1/2 cup
35. 4 cups
36. 6 Tablespoons
37. 1 square
38. 4 cups
39. 4 1/2 cups
40. 2 cups
41. 3 1/2 - 4 cups
42. 1 1/3 cups

II. Basic food practices, preparation, and equipment
B. Use of recipes

ABBREVIATIONS AND EQUIVALENTS
CUTTING AND DOUBLING RECIPES

1. tsp. or t. - ______
2. tbsp. or T.- ______
3. C. - ______
4. pt. - ______
5. qt. - ______
6. gal.- ______
7. oz. - ______
8. lb. or # - ______
9. min. - ______
10. in. - ______
11. sq. - ______
12. pkg. - ______

13. 1 T. equals ______ tsp.
14. 1/4 C. equals ______ T.
15. 2 C. equals ______ pt.
16. 2 qt. equals ______ gal.
17. 1/2 C. equals ______ T.
18. 8 C. equals ______ qt.
19. 1/4 C. equals ______ tsp.
20. 6 T. equals ______ tsp.
21. 4 C. equals ______ pt.
22. 1/3 C. equals ______ tsp.
23. 6 tsp. equals ______ T.
24. 1 gal. equals ______ pt.
25. 4 T. equals ______ C.
26. 1 gal. equals ______ qt.
27. 8 oz. equals ______ lb.
28. 1/3 C. equals ______ T., ______ tsp.
29. dash equals ______ tsp.
30. 1 gal. equals ______ C.
31. 3/4 C. equals ______ T.
32. 2/3 C. equals ______ T., ______ tsp.
33. 2 pt. equals ______ C.
34. 1/8 C. equals ______ T.

610 - 68b

	Cut in half	Double
1 T.	35. ______	36. ______
1 1/2 C.	37. ______	38. ______
3/4 C.	39. ______	40. ______
3 T.	41. ______	42. ______
1 tsp.	43. ______	44. ______
1/3 C.	45. ______	46. ______

Check your work:

1 T. equals 3 tsp.
1 C. equals 16 T.
1/3 C. equals 5 T. plus 1 tsp.
1 lb. equals 16 oz.

1 pt. equals 2 C.
1 qt. equals 2 pt.
1 gal. equals 4 qt.
dash or pinch equals less than 1/8 tsp.

II. Basic food practices, preparation, and equipment
B. Use of recipes

CUTTING AND DOUBLING RECIPES

At times an individual wants to make a recipe smaller or larger to meet the needs for number of servings. This is done by cutting all ingredients in half or multiplying all ingredients by 2.

Complete the following blanks for correct measurements and equivalents. Indicate all measurements in terms of standardized measuring spoons and cups in the most accurate measurement. Baking or cooking time remains the same except in a very small recipe, decrease by 5-10 minutes and check doneness. Recipe pan size is cut in half or doubled by its total square inches. Ex. - 9" x 9" pan = 81 sq. in., cut in half - 40 sq. in., doubled - 162. sq. in.

1. No. of t. in a T. 1 T. = _____ t.
2. No. of T. in a C. 1 C. = _____ T.
3. No. of fl. oz. in a C. 1 C. = _____ fl. oz.
4. No. of C. in a pt. 1 pt.= _____ C.
5. 1/4 C. = _____ T.
6. 1/3 C. = _____ T. + _____ t.
7. 7/8 C. = _____ C. + _____ C. + _____ T.
8. 3/4 C. = _____ T.

Double this list of ingredients, then cut each ingredient in half.

Ingredient	Doubled	Cut in Half
1. 1 T. =		
2. 1 t. =		
3. 3 T. =		
4. 1 1/4 C. =		
5. 3/4 C. =		
6. 1/3 C. =		
7. 1/4 t. =		
8. 1/4 C. =		
9. 1 1/2 tsp. =		
10. 1 1/2 C. =		
11. 8" x 8" pan =		

610 - 69b

Use a cookbook and find a dessert bar recipe that contains a minimum of 8 ingredients. List each ingredient as it is stated, then cut in half.

Regular Recipe	Recipe Cut in Half

Obtain a laboratory preparation sheet to complete for making this recipe tomorrow in class.

ABBREVIATIONS AND EQUIVALENTS
CUTTING AND DOUBLING RECIPES - ANSWER KEY

1. teaspoon
2. tablespoon
3. cup
4. pint
5. quart
6. gallon
7. ounce
8. pound
9. minute
10. inch
11. square
12. package

13. 3 teaspoons
14. 4 T.
15. 1 pt.
16. 1/2 gal.
17. 8 T.
18. 2 quarts
19. 12 tsp.
20. 18 tsp.
21. 2 pints
22. 16 teaspoons
23. 3 T.
24. 8 pints
25. 1/4 cup
26. 4 quarts
27. 1/2 lb.
28. 5 T., 1 teaspoon
29. 1/8 teaspoon
30. 16 cups
31. 12 T.
32. 10 T., 2 tsp.
33. 4 cups
34. 2 T.

35. 1 t. + 1/2 t.
36. 2 T.
37. 1/2 C + 1/4 C.
38. 3 cups
39. 1/4 C. + 2 T.
40. 1 1/2 cups
41. 1 T. + 1 t. + 1/2 t.
42. 1/4 C. + 2 T.
43. 1/2 t.
44. 2 t.
45. 2 T. + 2 t.
46. 10 T. + 2 t.

610 - 70b

CUTTING AND DOUBLING RECIPES - ANSWER KEY

1. 3 t.
2. 16 T.
3. 8 fl. oz.
4. 2 cups
5. 4 T.
6. 5 T. + 1 t.
7. 1/2 cup + 1/4 cup + 2 T.
8. 12 T.

	Doubled	Cut in Half
1.	2 T.	1 t. + 1/2 tsp.
2.	2 t.	1/2 t.
3.	1/4 C. + 2 T.	1 T. + 1 t. + 1/2 tsp.
4.	2 1/2 cups	1/2 C. + 2 T.
5.	1 1/2 cups	1/4 C. + 2 T.
6.	2/3 cup	2 T. + 2 t.
7.	1/2 t.	pinch
8.	1/2 cup	2 T.
9.	1 T.	1/2 t. + 1/4 t.
10.	3 cups	1/2 C. + 1/4 C.
11.	128 sq. in.	32 sq. in.

II. Basic food practices, preparation, and equipment
B. Use of recipes

MEASUREMENTS, ABBREVIATIONS AND EQUIVALENTS TEST

Name ______________________________

Write the correct word for each abbreviation.

1. oz. __________
2. min. __________
3. pkg. __________

6. qt. ____________
7. tbsp. __________
6. sq. __________

7. f.g. ______________
8. wt. ______________
9. fl. oz. __________

Place the letter from the Column II term in the blank at the left side of the measurement or term in Column I.

Column I

10. _____ 16 Tablespoons
11. _____ 5 T. + 1 t.
12. _____ 2 cups
13. _____ less than 1/8 tsp.
14. _____ 3 tsp.
15. _____ 1 cup = _____ fl. oz.
16. _____ one stick of oleo
17. _____ 1/4 cup
18. _____ 4 cups
19. _____ 1/2 gal.

Column II

A. pinch or dash
B. 1 Tablespoon
C. 4 Tablespoons
D. 1/3 cup
E. 1/2 cup
F. 1 cup
G. 8 fluid ounces
H. 1 pint
I. 1 qt.
J. 2 qts.
K. 1 peck

610 - 71b

* * *

20. _____ set of measuring spoons
21. _____ a recipe
22. _____ list of ingredients
23. _____ measures dry ingredients
24. _____ measures liquid ingredients

A. food and seasonings in a recipe
B. glass or Mary Ann cup
C. measures less than 1/4 cup
D. nested or metal cups
E. set of guidelines or directions

Number the following measurements in order of size using number 1 as the smallest.

25. _____ 1/4 cup
26. _____ 1 T.
27. _____ Dash
28. _____ 4 t.
29. _____ 1/4 tsp.
30. _____ 5 T.
31. _____ 1/2 cup
32. _____ 1/3 cup

Cut the following measurements in half, then double them.

Measurement	Cut in Half	Double
1 Tbsp.	33. __________	34. __________
3/4 cup	35. __________	36. __________
1 1/2 cups	37. __________	38. __________
3 Tbsp.	39. __________	40. __________

MEASUREMENTS, ABBREVIATIONS AND EQUIVALENTS TEST - ANSWER KEY

1. ounce
2. minute
3. package
4. quart
5. tablespoon
6. square
7. few grains/grams
8. weight
9. fluid ounces

10. F
11. D
12. H
13. A
14. B
15. G
16. E
17. C
18. I
19. J

20. C
21. E
22. A
23. D
24. B

25. 5
26. 3
27. 1
28. 4
29. 2
30. 6
31. 8
32. 7

33. 1 1/2 tsp.
34. 2 T.
35. 1/4 C. + 2 T.
36. 1 1/2 cup
37. 1/2 cup + 1/4 cup
38. 3 cups
39. 1 T. + 1 1/2 tsp.
40. 1/4 cup + 2 T.

610 - 72b

II. Basic food practices, preparation, and equipment
C. Principles of appropriate use, care, and storage of equipment and utensils

EQUIPMENT TOOLS OF THE TRADE

1. Measuring Equipment
   - Supply tray
   - Liquid measuring cups
   - Nested dry measuring cups
   - Measuring spoons
   - Metal spatula
   - Sifter
   - Waxed paper
   - Spoons
   - Canister set
   - Scoops
   - Timer
   - Tin foil

2. Mixing and Preparation Equipment
   - Mixing bowls
   - Wire wisk
   - French whip
   - Rotary beater
   - Wooden spoon
   - Slotted spoon
   - Blending fork
   - Rubber scraper
   - Strainer or sieve
   - Tea strainer
   - Fruit juice reamer
   - Gelatin molds
   - Pastry brush
   - Vegetable brush
   - Tongs
   - Rolling pin
   - Pastry blender
   - Pastry cloth and stocking
   - Colander
   - Funnel
   - Bread board
   - Food grinder
   - Nut chopper
   - Egg separater
   - Fruit slicer
   - Cheese slicer
   - Lemon squeezer

3. Top of Range Equipment
   - Nest of sauce pans
   - Skillet
   - Double boiler
   - Ladle
   - Slotted spoon
   - Meat fork
   - Pancake turner
   - Pressure pan
   - Sauce pan
   - Hot pads
   - Cooling rack
   - Wooden spoon
   - Tea kettle

3. Top of Range Equipment, continued
   - Candy thermometer
   - Asbestos pad
   - Lids
   - Griddle or grill
   - Trivet

4. Baking Equipment
   - Round cake pans
   - Square cake pans
   - Rectangular pans
   - Loaf pans
   - Muffin tins
   - Cookie sheets
   - Pie tins
   - Cooling rack
   - Casseroles
   - Custard cups
   - Broiler pan
   - Rotisserie
   - Hot pads and mitts
   - Roaster
   - Meat thermometer
   - Baster
   - Jelly roll pan
   - Tube pan

5. Cutting and Chopping Equipment
   - Butcher knife
   - French knife
   - Bread, slicing, carving knives
   - Paring knives
   - Utility or sandwich knives
   - Fruit knife
   - Parer
   - Apple corer
   - Kitchen shears
   - Pastry blender
   - Biscuit or cookie cutter
   - Grater
   - Can opener
   - Lid flipper
   - Bottle opener
   - Potato masher

6. Electric Appliances
   - Table model mixer
   - Hand mixer
   - Toaster
   - Waffle iron
   - Electric frying pan
   - Blender
   - Can opener
   - Coffee maker

610 - 73b

III. Principles of meal planning, preparation, and service

A. Principles of meal planning

MENU WRITING GUIDES

A menu is a listing of foods that are to be served at a certain meal. There are several guidelines to follow in correctly writing a menu for easy reading and attractiveness. Guidelines and sample menus are given below:

1. Every word is capitalized except on, over, in, and with.

2. The number of servings per person of each food is never listed, the name of food as indicated means one serving.

3. Foods are logically listed in the order in which they are served or eaten.

Appetizers (including soups)
Meat or Main dish
Vegetables (potatoes listed first when served)
Salad and/or Relishes
Bread
Dessert
Beverages

Breakfast

Fruit or juice
Main food (cereal, eggs, or meat)
Bread
Beverages

4. Foods that are eaten together may be written together or on separate lines.

Mashed Potatoes   Gravy
Tossed Salad   French Dressing
Muffins   Butter
Creamed Beef on Biscuits

Mashed Potatoes
and Gravy
Tossed Salad
with
French Dressing
Muffins
with
Butter
Creamed Beef
on
Biscuits

610 - 74b

5. There are two basic styles of menu writing:

STRAIGHT STYLE
Fluffy Meat Loaf
Scalloped Potatoes
Tangy Green Beans
Lettuce Salad with French Dressing
Sesame Bun with Butter
Peach Sauce   Chocolate Chip Cookies
Milk
Coffee

INDENTED STYLE
Fluffy Meat Loaf
Scalloped Potatoes
Tangy Green Beans
Lettuce Salad with French Dressing
Sesame Bun with Butter
Peach Sauce   Chocolate Chip Cookies
Milk   Coffee

Each line of the straight style begins in the same spot on the left.

The indented style is equally divided on each side of an imaginary line of the center.

The straight style of menu writing is easier to do; while the indented style offers more attractiveness.

MENU WRITING

Name ______________________________

Write the following menus in correct form. Be sure to identify the kind of food or indicate how it is prepared, wherever needed.

raspberry filled toast
whole grapefruit
milk
fried eggs
bacon

milk
crackers (oyster)
salad of peaches and cottage cheese served on lettuce

chocolate brownies
butter
beef boullion soup
relish tray

ice cream
sugar cookies
deviled eggs
bologna salad sandwiches
hawaiian punch

english muffins
steak
soup
butter
cherry pie
potato
peas with mushroom sauce
tea and milk

cheese stix and molded salads
rolls cloverleaf fashion
milk and coffee
fried chicken and vegetables
sherbet

610 - 75b

III. Principles of meal planning, preparation, and service

A. Principles of meal planning

MEAL PLANNING PRINCIPLES

Color, flavor, texture, form, temperature, and variety are the six basic principles used to create appetizing meals for every day; not just for special occasions.

COLOR

The saying goes, "we eat with our eyes". There is almost an unlimited supply of color in foods so it is easy to create appetizing combinations of foods in meals. A good rule to remember is to use contrasting color combinations together (this means using colors opposite each other on the color wheel). Garnishes often times help to add color appeal to meals.

FLAVOR

Bland foods or foods with very little flavor need flavor contrasts to enhance the bland food. Mild flavored foods should be served with foods of a stronger flavor to complement each other. "Appetite appeal" is the rule in combining flavors that complement. Some examples of foods that seem to always go together and complement each other are: bacon and eggs, pork with applesauce, baked apples, or other apple flavoring. Be careful not to drown out the flavors in some foods by using too much catsup, mustard, and other spices that are used to bring out flavors. Try to experiment with new foods and flavor combinations. Always serve the sweetest flavored foods towards the end of the meal for these tend to kill the taste for more food.

TEXTURE

Rough, smooth, soft, hard, raw, cooked, creamy, etc. are all examples of textures that can be combined in meals to make them more satisfying. Always use contrasting textures in each meal. For example, use raw vegetables or crunchy type foods with soft cooked ones. Salads, relishes, toast, and crackers are crispy; gravy, cooked sauces, and puddings are soft and need no chewing; chewy foods are meats, some cooked vegetables, cookies, brownies, etc.; hard foods may be peanut brittle, zwieback and other crunchy type foods.

FORM

Sizes, shapes, and proportions should be different in each meal to make the meal interesting. Never serve all foods that are bits and pieces in one meal. Arranging food on the plate attractively helps in creating an interesting form to the meal. All foods should be within the rim of the plate they are served or placed on.

TEMPERATURE

Hot foods should be served hot and cold foods should be served cold. Never serve foods lukewarm, or crispy foods like salads room temperature, as they become limp and unappetizing. Regardless of the season or the temperature outside, the meal should contain some hot and some cold foods. Think of a variety of opposite temperature foods that go well together.

VARIETY

One should plan an interesting variety within each meal served. Avoid repeating any combination of food or flavor in one meal or a series of meals for two days. There are unlimited varieties of foods on the market that one could actually plan meals for one month straight without serving the same type of food twice during that month.

610 - 76b

III. Principles of meal planning, preparation, and service
A. Principles of meal planning

MENU PLANNING

Problem:

Principles of menu planning

Correct form for writing menus

Objectives:

To be able to write menus in correct form

To be able to rate menus in terms of the factors that should influence menu plans: 1. nutrition 2. color 3. flavor 4. texture 5. shapes 6. variety 7. temperature

Exercise:

Plan and write menus for 2 days of the week.

610 - 77b

Breakfast	Lunch	Dinner
1.		
2.		

FOOD GARNISHING

1. Garnishes should be edible unless they do not come in direct contact with the food.

2. Garnishes complement the flavor of the food.

3. Garnishes add color or interest to the food; they give eye appeal or "eat me" appeal to the food.

4. Garnishes may add texture and flavor to the food.

5. Garnishes should not look too handled.

6. Garnishes should not resemble birds, animals, or other grotesque objects, except for children's or costume parties.

7. Garnishes should be scaled in size to the size of the food they are being served with. e.g., large bunches of parsley may be overbearing to beef patties, but good with a whole roasted turkey.

8. Garnishes should be clean and in the best state possible.

9. Garnishes should be used to enhance -- not to mask or cover up an inferior product.

10. Garnishes are more pleasing in odd rather than even numbers.

11. Garnishes should not interfere with carving or serving of the food.

12. Garnishes should be easily served onto individual plates.

13. Garnishes may be hot or cold; if of opposite temperatures, add just prior to serving.

14. Remember that not all foods need a garnish; simplicity of food service is just as important as is simplicity of dress!

15. Garnishing food through the use of vegetable food colorings necessitates the use of the word, MODERATION. Natural colors are always preferred. Avoid the use of blue or purple artificially colored foods as these are not appetizing colors for food.

16. Garnishes for foods do include things other than parsley, paprika, maraschino cherries, and whipped cream.

III. Principles of meal planning, preparation, and service

A. Principles of meal planning

GARNISH - WORK SHEET

Name ______________________________

Place the letter of the garnish in the blank to the left of the food it best compliments.

_____ 1. Baked ham

_____ 2. Pork chops

_____ 3. T-Bone steak

_____ 4. Deviled eggs

_____ 5. Green bean salad

_____ 6. Cooled pumpkin pie

_____ 7. Hot apple crisp

_____ 8. Twice baked potato

_____ 9. Creamy tuna casserole

_____ 10. Egg nog

_____ 11. Salad greens served with hot sweet sour dressing

_____ 12. Italian spaghetti

A. Bacon bits

B. Chives with melted butter

C. Croutons

D. Glazed pineapple rings

E. Ice cream

F. Nutmeg

G. Parmesan cheese

H. Parsley

I. Paprika

J. Pimento

K. Red candied apple rings

L. Whipped topping

Circle Yes or No.

Yes No 13. Garnish all foods in some way.
Yes No 14. Garnishes are more pleasing in odd rather than even numbers.
Yes No 15. Do not eat a garnish, such as parsley.
Yes No 16. Some of the garnish is served to every person eating that meal.
Yes No 17. Garnishes are used to cover up a poorly made product.
Yes No 18. Serve garnishes cold.
Yes No 19. Scale garnishes to the size of the food they are being served with.
Yes No 20. Garnishes add color, flavor, and texture to the food.

ANSWER KEY

1. D
2. K
3. H
4. I
5. J
6. L
7. E
8. B
9. C
10. F
11. A
12. G
13. No
14. Yes
15. No
16. Yes
17. No
18. No
19. Yes
20. Yes

610 - 79b

III. Principles of meal planning, preparation, and service

A. Principles of meal planning

MENU RATING SCALE

We "eat with our eyes" means that foods are combined to add attractiveness and stimulate our appetites. Foods served together or in a menu contain pleasing combinations and contrasts in color, flavor, texture, form, temperature and variety. Rate a given menu on a 1-3 point scale; 3 being the highest, 1 is the lowest. Circle the phrase that most accurately describes each part of the total menu. Score ______.

	1	2	3
Color	Food combinations lack color. Colors of foods too much the same. Unpleasant color combinations. No garnishes used. Poor selection of garnishes.	Foods fairly colorful. Color contrasts used somewhat. Acceptable color combinations. Few garnishes used. Acceptable garnishes used.	Colorful meal. Attractive color contrasts and combinations used. Garnishes used effectively to enhance the foods.
Flavor	Unpleasant flavor combinations. Flavor of foods too much the same. Flavors served at wrong time in the meal. (Ex.-sweets first) Overpowering use of some flavors (too much of a spice to drown out other flavors).	Acceptable flavor combinations. Satisfactory amount of a flavor. Flavors served satisfactory to compliment all foods. Acceptable spices used.	Pleasing flavor combination. Flavors blend and enhance each other. Flavors served in correct order. Spices used to accent foods.
Form or Shape	Foods almost all same sizes. Foods arranged unattractively on serving dishes or plates. Very little variety in size and shape of foods.	Some variety used in shape. Acceptable arrangement of foods.	Pleasing variety of shapes among foods. Attractive arrangement of foods.
Texture	Foods too soft. Foods too hard or crispy. Like textures served too much together. Unpleasant texture of food.	Some variety of textures used. Acceptable textures of the foods. (Ex.-vegetables soft but not mushy yet not crisp tender, meat burnt crisp, mold not firm, etc.)	Pleasing variety of textures used - hard, soft smooth, crisp, etc. Textures compliment the food; vegetables crisp - tender, meat done to please each guest, etc.
Temperature	Very little variety in temperature of meal. Hot foods not hot. Cold foods not cold.	Some contrast in temperature. Hot foods served warm. Cold foods slightly warm.	Definite contrast in temperature. Hot foods served hot, cold foods served cold.
Variety	Same food repeated in the meal. Same type of flavor repeated in the meal. Lacks variety of cooking methods.	Acceptable variety of foods and flavors in the meal, some flavors repeated. Little variety in cooking methods.	Pleasing variety of foods and flavors in the meal, with no repetition. Pleasing variety of cooking methods.

III. Principles of meal planning, preparation, and service

B. Principles of meal preparation

STUDENT FOOD LABORATORY PARTICIPATION RATING SHEET

Name ______________________ Class Hour _____ Total Points Earned _____ Rating _____

Read each item carefully and circle no if you did not do it and yes if you did it during the laboratory. Add one point for each yes response and place the total points earned in the proper blank at the top of the sheet. Rate your participation according to the following scale:

30-27 Excellent = A
26-23 Good = B
22-19 Need Improvement = C
18-15 Dangerous in the laboratory = D
14-11 Unsatisfactory = U

I was ready for laboratory on time:

Yes No 1. books and personal items correctly stored
Yes No 2. hair tied back, hair cover in place
Yes No 3. sleeves rolled up, jewelry on desk
Yes No 4. clean apron on
Yes No 5. hands and nails clean
Yes No 6. sitting down quietly by bell time

I was well organized:

Yes No 7. plans completed correctly
Yes No 8. understood recipe (copied, if necessary)
Yes No 9. listened attentively to directions and followed them correctly
Yes No 10. knew where supplies were located and assembled them quickly
Yes No 11. knew where ingredients were located and assembled them quickly
Yes No 12. knew where equipment was and how to use it correctly

610 - 81b

I worked cooperatively within my group:

Yes No 13. others could depend on me
Yes No 14. used my time well
Yes No 15. performed my share of duties correctly and efficiently
Yes No 16. used correct equipment for each duty
Yes No 17. helped others when they needed me
Yes No 18. concentrated on the job and class objective rather than "gossip" or "girl talk"

I followed safety and sanitation procedures:

Yes No 19. helped keep whole area clean and free from mess
Yes No 20. correctly disposed of cans, bottles, and other wastes
Yes No 21. followed correct food preparation principles
Yes No 22. followed correct cooking and baking methods
Yes No 23. stored leftovers correctly with labels
Yes No 24. moved quickly and carefully especially when carrying equipment or food

I did my share of cleanup duties correctly:

Yes No 25. eating area left clean and neat - place mats, centerpiece, and dishes cleaned and correctly stored
Yes No 26. food preparation area left clean and dry staples refilled
Yes No 27. equipment and appliances cleaned; returned to correct places
Yes No 28. cooking or baking area left clean and heating units, lights, timers turned off
Yes No 29. sink area spotless, used dish cloths, towels in washer - clean ones replaced
Yes No 30. personal items correctly cleaned and stored

III. Principles of meal planning, preparation, and service
C. Principles of table service and etiquette

CENTERPIECES FOR ATTRACTIVE TABLE SERVICE

1. Centerpieces are made from a variety of materials.

2. Creativity and originality are combined with common sense to make attractive centerpieces.

3. Choose a theme or general idea to carry out.

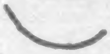
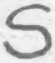
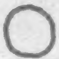
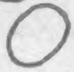
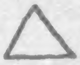
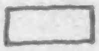
4. Choose a container to blend with the decoration you will use.

5. Plan with the one third - two thirds ratio in mind: one third as tall, two thirds as wide.

6. Sit down to make the arrangement to keep it below eye level.

7. Use a holder such as a frog, clay, needle point, or florists sponge to hold items securely.

8. Establish the main line, then go back and fill in the open areas.

   A. L - Shaped
   B. Crescent 
   C. Top Curve
   D. S - Shaped 
   E. Circular 
   F. Oval 
   G. Triangular 
   H. Perpendicular 

9. Keep in mind that each flower or item in itself is a thing of beauty.

10. Place large flowers or items at the base.

11. Place bright or bold colors in the most attractive positions.

12. Use an odd number as this is more pleasing to the eye. (Stop counting after 11).

13. Place items at various heights especially items of the same size.

14. Tall slender candles and tapers are used after five o'clock and only when they are lit.

15. Use the elements and principles of design when choosing or creating a centerpiece.

CREATE A CENTERPIECE USING THE ABOVE GUIDES.

______ An assignment

______ An extra credit project

610 - 82b

III. Principles of meal planning, preparation, and service
C. Principles of table service and etiquette

TABLE SERVICE AND ETIQUETTE TEST

Name ________________________________

Place the letter of the correct term from Column II in the blank to the left of its description in Column I.

Column I

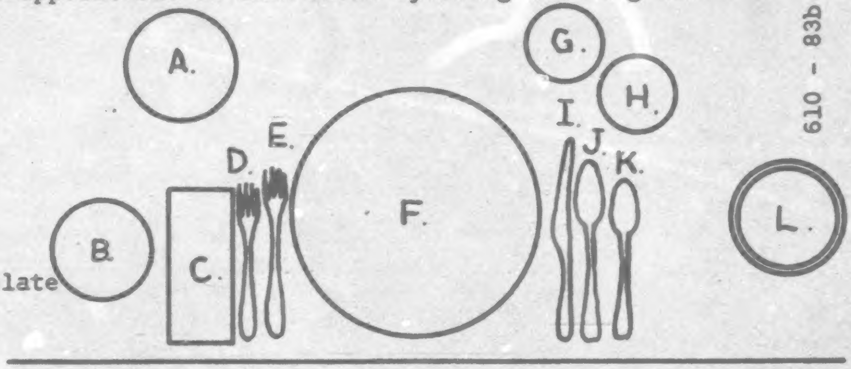
____ 1. The name for an individual place setting
____ 2. Served to the right of the guest with waitresses right hand
____ 3. Served to the left of the guest with the waiters left hand
____ 4. Plate placed under the soup or salad bowl
____ 5. Salt, pepper, sugar, creamer, and butter dish, etc.
____ 6. Placed under glasses

Column II

A. Beverages
B. Coaster
C. Condiments
D. Cover
E. Foods
F. Underliner

Place the letter of the table appointment in each blank by using the diagram.

____ 7. dinner plate
____ 8. cup and saucer
____ 9. knife
____ 10. water glass
____ 11. milk glass
____ 12. dinner fork
____ 13. salad fork
____ 14. salad bowl
____ 15. bread and butter plate
____ 16. dinner spoon
____ 17. soup spoon
____ 18. napkin



610 - 83b

Circle T or F.

T F 19. When the salad is eaten with the meal, the salad fork is placed to the inside of the dinner fork.
T F 20. When the dinner fork is the only piece of silverware used at a meal, place it to the right of the plate.
T F 21. Place mats are placed 1 1/2" from the edge of the table.
T F 22. Chairs are pulled half way out when the table is set correctly.
T F 23. A table centerpiece reaches eye level for correct placement.
T F 24. Pass foods from right to left around the table.
T F 25. Napkin is crumbled and placed on the plate when you finish eating.
T F 26. The spoon is dipped away from you when filling it with soup.

TABLE SERVICE AND ETIQUETTE TEST, continued

T F 27. Sit down on your chair when you are ready and wait for others to come to the table.

T F 28. Dinner napkins are unfolded all the way and placed over your lap.

T 29. Use spoons for foods served in bowls or dishes.

T F 30. Spit bones or pits out on your napkin.

T F 31. Politics and religion are good topics to discuss at the table.

T F 32. Blow on foods to cool them.

T F 33. Cut food into bite size pieces at you eat it - not all at one time.

T F 34. Sit down and get up from left side of chair.

T F 35. Place used silver at the side of your plate when you finish eating.

ANSWER KEY
1. D
2. A
3. E
4. F
5. C
6. B

7. f
8. l
9. i
10. g
11. h
12. e
13. d
14. b
15. a
16. k
17. j
18. c

19. T
20. T
21. F
22. T
23. F
24. F
25. F
26. T
27. F
28. F
29. T
30. F
31. F
32. F
33. T
34. T
35. F

610 - 84b

IV. Principles of food preparation
A. Principles of carbohydrate cookery
1. Principles of vegetable preparation

STUDY GUIDE - VEGETABLES

Name ______________________

1. Plants have roots, stems, tubers, leaves, flowers, fruits, and seeds. Each part has a specific function in the life of a plant which also serves as a source of food for man. What vegetables do we get from various parts of the plant?

2. Vegetables have a variety of food value (nutrients). Which vegetables are high in Vitamin A, Vitamin B, Vitamin C, carbohydrates, proteins, calcium, and iron? What is the correct storage procedure to follow for each of these vegetables and how do you preserve their nutrients during cooking? Prepare a chart indicating the nutrients in vegetables.

3. You, as a consumer, must know how to buy the best vegetables for your particular needs. Forms of vegetables are frozen, canned, dried, and fresh. What qualities do you look for when buying all forms of vegetables to obtain the most for your money (especially fresh)?

4. What are the advantages and disadvantages of dried or dehydrated vegetables?

5. In order to protect the consumer, the law requires certain things on the label of canned vegetables. Five requirements are?
   1)
   2)
   3)
   4)
   5)
   What other additional information may be on the label to help the consumer make her choice when buying vegetables?

6. Canned vegetables are graded to help the consumer choose vegetables. The grades are most commonly stated in the following terms: What do these grades indicate?
   1) Fancy/A

   2) Extra-Standard/B

   3) Standard/C

   4) Sub-Standard

7. Cutting, scrubbing, peeling, cooking, exposure to air, and freezing are some ways vegetables loose their nutrients and/or high standard of quality. Which nutrients are lost by each of the above methods?

610 - 85b

8. What does each of the following method of cookery do to vegetables?
   1) Waterless
   2) Steaming
   3) Small amount of water
   4) Pressure cooking
   5) Baking
   6) Microwave cooking
   7) Large amount of water

9. The two main principles of vegetable cookery are:
   a) Retention of all original nutrients
   b) Maintain a high level of palatability

   Which methods of vegetable cookery would you use for each form of vegetable?

10. Maturation means to come to full development or ripen.
    a) When vegetables mature, the starch content is converted to sugar, this results in sweet flavor.
    b) Water content increases and the plants swell--they increase in weight and size.
    c) Color changes--Ex. - green unripened tomatoes turn red when ripe and mature.
    d) Water content of vegetables ranges from 70-90%. Why is this important?
    e) Green leafy vegetables are very high in water content and add "bulk" to the diet which aids your system in the digestive process.
    f) Vegetables such as celery, asparagus, etc., when they get old, become hollow and woody or stringy and tough.

11. Artificial ripening is done by ethylene gas which speeds up the process that occurs normally anyway. It does not affect the quality or appearance, but may affect the flavor of the vegetables.

610 - 86b

12. Plant pigments and vegetable cookery:
    a) Red-Anthocyanine - Water Soluble (leak color into the water). Examples are beets, red cabbage, etc. To keep nutrients and colors, cook in small amount of water, add acid solution to brighten the colors.
    b) Yellow and Orange - Carotenoids - Stable in water, soluble in fat. Browning effect is the carmelization of the sugars from the vegetable itself.
    c) Green-Chlorophyll - relatively insoluble in water if cooked properly. Volatile acids (go off as gas in steam/evaporation). Keep vegetables uncovered while being cooked to prevent them from turning a dull or olive colored green. Baking soda added will keep the bright green color but breaks down the texture and makes the vegetable mushy.
    d) Colorless, white or pale yellow - Flavones - water soluble. Colors are usually deepened when cooking. Cook them with the cover on.

ALL VEGETABLES SHOULD BE SOFT, BUT SLIGHTLY "CRISP-TENDER" AFTER THEY ARE COOKED.

IV. Principles of food preparation

A. Principles of carbohydrate cookery

1. Principles of vegetable preparation

VEGETABLE MAZE

Circle the names of vegetables in the maze below. List each one below as you circle it.

```
B Z S A G A B A T U R E V I D N E M
R W E O A B E N I K P M U P C A C A
O A I D C F C E R A S P A R A G U S
C T E G G P L A N T Q R O P B X T O
C O K S G A S Q U A S H M N B Y T X
O W O M K H I K O L E E K S A Z E T
L A H O J S N A E B I L K J G A L B
I T C O M P A Y C D S F G H E S A N
X E I R B O T A M O T N I C H A R D
S R T H R T I E J N O I N O T B B A
P C R S Y A M S L K R O E R W E C D
I R A U T T P O N M R K S N P E A S
N E A M U O H S I D A R C F E T R P
S S N R Q S E V I H C A A G H S L I
R S N S P O R S T C D E R O N M K N
A I B R U S S E L S P R O U T S J A
P E P P E R S A E I O U L B C E G C
B R T Q Z A C U C U M B E R D F I H
```

610 - 87b

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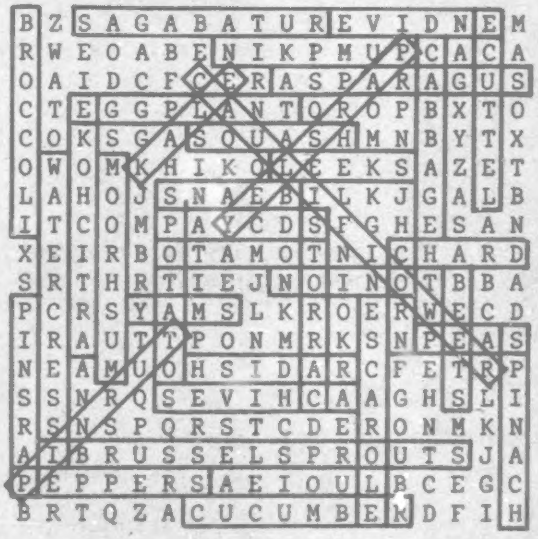


```
B Z S A G A B A T U R E V I D N E M
R W E O A B E N I K P M U P C A C A
O A I D C F C E R A S P A R A G U S
C T E G G P L A N T Q R O P B X T O
C O K S G A S Q U A S H M N B Y T X
O W O M K H I K O L E E K S A Z E T
L A H O J S N A E B I L K J G A L B
I T C O M P A Y C D S F G H E S A N
X E I R B O T A M O T N I C H A R D
S R T H R T I E J N O I N O T B B A
P C R S Y A M S L K R O E R W E C D
I R A U T T P O N M R K S N P E A S
N E A M U O H S I D A R C F E T R P
S S N R Q S E V I H C A A G H S L I
R S N S P O R S T C D E R O N M K N
A I B R U S S E L S P R O U T S J A
P E P P E R S A E I O U L B C E G C
B R T Q Z A C U C U M B E R D F I H
```

ANSWER KEY

1. asparagus
2. broccoli
3. brussel sprouts
4. beets
5. beans
6. cabbage
7. chard
8. corn
9. cucumber
10. chives
11. endive
12. escarole
13. eggplant
14. mushrooms
15. peppers
16. rutabagas
17. spinach
18. okra
19. artichokes
20. leeks
21. onion
22. tomato
23. potato
24. water cress
25. turnip
26. parsnip
27. yams
28. squash
29. kale
30. pumpkin
31. carrots
32. cauliflower

IV. Principles of food preparation
  A. Principles of carbohydrate cookery
    1. Principles of vegetable preparation

STUDY GUIDE - VEGETABLE FILMSTRIP

Name ______________________________

1. Name of filmstrip: ____________________________

2. Vegetables contain high amounts of ____________.

3. The water content of vegetables and the cellulose or "roughage" is important in a diet because it aids in ____________ and ____________.

4. Nutrient in deep green and yellow vegetables is __________.

5. Nutrient necessary for clear skin, shiny hair, and sparkling eyes is ____________.

6. Nutrient in vegetables necessary for strong bones, healthy gums and teeth and good body carriage is _______________.

7. Vegetables add variety to meals in five ways. Name them.

a.___________ b. ___________ c. ___________ d. ___________ e. ___________

8. One can eat six different parts of vegetable plants. Name each part and give an example of each one.
   a.
   b.
   c.
   d.
   e.
   f.

610 - 88b

9. Vegetables are purchased in four different forms. Name each one and give several examples of each one.
   a.
   b.
   c.
   d.

10. The labeling law requires certain information to be written on cans. List this required information.
   a.
   b.
   c.
   d.
   e.

11. Identify several other things the producer may place on the food label to help the consumer.

12. List the most common methods of preparing vegetables.

STUDY GUIDE - VEGETABLE FILMSTRIP - ANSWER KEY

1. Vegetable Treasures

2. Water

3. Digestion, elimination

4. Vitamin A

5. Vitamin A

6. Vitamin C

7. a. color
   b. flavor
   c. texture
   d. shape
   e. temperature

8. a. root - potato
   b. stem - asparagus
   c. leaf - lettuce
   d. flower - broccoli
   e. fruit - tomato
   f. seed - peas (more)

9. a. fresh
   b. canned
   c. frozen
   d. dried (almost unlimited)

10. a. List of ingredients in order of greatest amount first
    b. Net contents - weight measurement
    c. Name and address of manufacturer
    d. Name of product
    e. How it is packed

11. Recipes
    Number of servings
    Date processed
    Picture
    Size and maturity of product

12. Panning
    Frying
    Boiling
    Broiling
    Steaming
    Pressure cooking
    Creaming

610 - 89b

IV. Principles of food preparation
A. Principles of carbohydrate cookery
1. Principles of vegetable preparation

VEGETABLE LABORATORY RATING ANALYSIS

Hour __________

Name ____________________________

Select 2 different vegetables	Indicate if canned, fresh, or frozen. (You must use two types)	Select two different methods of preparation (buttered, creamed, baked or twice baked, glazed, fried, scalloped, stuffed, marinated, etc.)
1)	1)	
2)	2)	

Procedure: Prepare two of the vegetables following all of the vegetable cooking principles. Score vegetables using the following chart:

610 - 906

Name of Veg.	Method of Preparation	Food Value		Color		Texture		Flavor	
		Before	After	B.	A.	B.	A.	B.	A.
1)									
2)									

Cooking Principles: Indicate the cooking principles you used to retain food value, color, texture, and flavor.

1)

2)

IV. Principles of food preparation
A. Principles of carbohydrate cookery
1. Principles of vegetable preparation

FOOD SQUARES GAME

Introduction to the game:

The game is played by two teams (divide class), an emcee, and a scorekeeper. It is designed after the T.V. program, HOLLYWOOD SQUARES. The scorekeeper can work at the blackboard using the following format:

1.	2.	3.
4.	5.	6.
7.	8.	9.

The student selects a number and the emcee gives him that question. If he answers correctly, he gets the square. If not, the opponent is given a chance until it is answered correctly. The object of the game is to be the first team to get three X's or O's either up and down, across, or diagonally on the board. To win the Food Squares Game, you must win two out of three games.

GAME 1 - Beginning Level

610 - 91b

1. It is considered better to serve in the same meal vegetables that come from different parts of plants rather than from the same part. True

2. Since there are so many kinds of vegetables, it is customary to group or classify them according to some common characteristics. How are vegetables classified? A) Parts of plant B) Color C) Flavor

3. Methods of processing vegetables make them available in _______, _______, and _______ forms at all times of the year, even in the out-of-season months and in all parts of the country. A) Frozen B) Canned C) Dried

4. Present-day marketing methods are very efficient and in many stores the fresh vegetables are surrounded with _______, which aids in keeping their original fresh quality. Cracked ice

5. The canned vegetables in dented cans are just as good as vegetables in perfect cans and may be bought with confidence. False

6. All vegetables contain some proteins even though the amounts may be small, but the proteins are not ___________ since they do not contain all the essential ____________. A) Complete proteins B) Amino acids

7. What is the fastest method of preparing vegetables? Pressure cooking

8. Cooking lowers the nutritive value of most vegetables. True

9. The color pigment in red vegetables will dissolve in water unless ________ is added, in which case they become an even brighter red. Acid

GAME 2 - Intermediate Level

1. Cauliflower and yellow turnips would not be a good combination of vegetables in the same meal. Why is this true? Two strong-flavored vegetables

2. What are the two nutrients for which vegetables are so greatly valued?
   A) Vitamins B) Minerals

3. Vegetables can be used as the entire main course. Explain. A vegetable plate with several different vegetables and supplemented with egg or cheese is a delicious main course.

4. From the following list of parts of plants, give one example of a vegetable for four different parts:
   A) Root (Parsnip, Beet)
   B) Tuber (Potato)
   C) Bulb (Onion)
   D) Stem (Asparagus, Celery)
   E) Leaf (Spinach, Kale, Watercress, Chard, Lettuce)
   F) Flower (Cauliflower, Broccoli)
   G) Seeds (Peas, Beans)
   H) Fruit (Tomato, Eggplant, Squash)

5. List the six common methods of preparing vegetables. Baking, Boiling, Creaming, Panning, Pressure Cooking, Steaming

6. List the four color classifications of vegetables and give an example of each.
   Green: Escarole, Brussel Sprouts, Peas, Broccoli
   Yellow: Squash, Carrot, Sweet Potatoes, Rutabago
   Red: Radish, Beet, Red Cabbage, Red Onion
   White: Cauliflower, White Turnip, Parsnip

610 - 92b

7. According to Federal Law, what information must be stated on each can of vegetables? A) Name of vegetable B) Net weight of can C) Type or variety D) Name and address of canner

8. Are canned vegetables kept for many years? Why or why not?
   Although canned vegetables will keep for many months, it is best to use one season's supply before the next year's crop comes on the market. There is some loss of original quality and nutritive value with prolonged storage even under the best conditions.

9. Fresh vegetables are particularly valuable when served raw because ....
   They retain most of their original food value.

GAME 3 - Advanced Level

1. How can vegetables play an important role in our meals? Give three examples.
   A) Vegetables are bright in color
   B) Have many different textures
   C) Varied in flavor
   D) Can be prepared in so many ways
   E) Contribute several important nutrients

2. Why is baking an excellent method to use for potatoes, sweet potatoes, eggplant, and winter squash? Preserves minerals and vitamins.

3. Which of the following vegetables are especially notable for Vitamin C? Broccoli, Corn, Leafy Green Vegetables, and Cauliflower. All, except Corn.

4. Which of the following vegetables are excellent sources of Vitamin A? Bright red vegetables, dark green vegetables, deep yellow vegetables, all white vegetables. Dark green and deep yellow vegetables

5. Cook vegetables without water or in as small an amount of water as possible. Explain why this is important. Some nutrients dissolve in water.

6. Strong-flavored vegetables are actually mild in flavor. Explain what happens to make them strong-flavored. The unpleasant flavor develops when the vegetables are overcooked.

7. What chemical reaction takes place when vegetables (except potatoes) lose their freshness? Sugar turns to starch and the vegetables lose their sweetness.

8. What can be done to prevent color changes when vegetables are cooked? For white and red vegetables, a small amount of vinegar or lemon juice added to the cooking water will help to prevent color changes.

9. Explain how to pan vegetables. The vegetables are cooked in a small amount of butter or margarine in a tightly covered skillet. No water is used.

610 - 93b

IV. Principles of food preparation
A. Principles of carbohydrate cookery
3. Principles of quick bread preparation

LEAVENING AGENTS IN QUICK BREADS

Name ______________________________

1. A good quick bread has a texture like a sponge; full of little even sized holes, meaning it is light and porous.

2. The leavening agents used in quick breads to make the product light and porous act quickly. That is why the products are called quick breads.

3. The reason for using a leavening agent in a quick bread is to make the product light and porous. The four basic leavening agents used in quick bread products are air, liquid, baking soda, and baking powder.

4. Leavening agents are gases or form gases. When you shake a bottle of soda pop you get a lot of bubbles that come to the top. The same things happens when the gas from the leavening agent expands when it is heated in the oven and raises the batter or dough.

5. Air as a leavening agent, is introduced into the product by sifting the flour, beating the eggs, and creaming the sugar and shortening. This will expand when heated and cause the batter or dough to rise.

6. Liquid as a leavening agent, forms steam which expands as it is heated and raises the batter as in popovers.

7. Baking soda as a leavening agent releases carbon dioxide gas when it is combined with an acid ingredient. Sour milk, buttermilk, molasses, and cream of tartar are acid ingredients used with baking soda to form carbon dioxide gas when heated and causes the batter or dough to rise.

8. Baking powder is a combination of baking soda and an acid. When mixed with a liquid, it releases carbon dioxide which raises the batter or dough.

610 - 94b

ANSWER THE FOLLOWING QUESTIONS ABOUT LEAVENING AGENTS IN QUICK BREADS

1. The four leavening agents used in quick breads are:

2. The reason for using leavening agents in a quick bread is:

3. How does the leavening agent make a product light and porous?

4. Name the ways air can be put into the batter.

5. Acid ingredients that can be used when baking soda is the leavening agent are:

6. The two main ingredients in a baking powder are:

7. The two main ingredients in a baking powder combine with a _________ and expand when heated to give off carbon dioxide.
8. How does liquid work as a leavening agent?

IV. Principles of food preparation
    A. Principles of carbohydrate cookery
        3. Principles of quick bread preparation

THE PRINCE OF BREADS - QUICK BREADS

Introduction to Unit:

You are about to embark on a new adventure. The material you have in front of you is known as a programmed unit. This unit is another way of learning. You may or may not need the teacher's assistance.

This program is designed for self-instruction. You may work as rapidly or as slowly as you wish. You can go back and review the items you do not understand. At various points throughout the unit, review items will be presented to help you check your program.

Directions for Use of the Program:

Using the sample items, follow this procedure:

1. Place the slider provided or a piece of paper over the left hand column. In this column are the responses.
2. Read Item 1 and write your answer on the response sheet. More than one word might be required in your answer.
3. Continue this procedure for the rest of the program.

610 - 95b

SAMPLE:

Quick breads are very popular because they are so easy and quick to make.

1. Many people like quick breads that are ________ and ________ to make.

Write your response on the blank sheet of paper. Now move your slider down, check response and go on to Item 2.

---

1. easy quick — Quick breads are especially good for breakfast; but they are also used for lunch, dinner, parties, and even for midnight snacks.

2. The meal at which quick breads are especially good is ____________________.

---

2. breakfast

If you have any questions, now is the time to check with your teacher.

IV. Principles of food preparation
    A. Principles of carbohydrate cookery
        3. Principles of quick bread preparation

THE PRINCE OF BREADS - QUICK BREADS

This lesson deals with one type of a flour mixture called quick breads. It covers the basic ingredients used in the preparation of quick breads and also the variety of quick breads.

Since there are such differences among the quick breads, it is customary to group them according to the consistency of the unbaked mixtures.

1. Quick breads are grouped according to the consistency of the ____________________.

---

1. unbaked mixture

The consistency depends on the proportion of liquid and flour in a mixture.

2. The proportion of ________ and ________ determine the consistency.

---

2. liquid flour

On this basis, there are three types of quick breads.

3. There are ________ types of quick breads.

610 96b

---

3. three

Two of the types are classified under batters. Batters are flour mixtures that are beaten.

4. Flour mixtures which are beaten are called __________.

---

4. batters

One type is a pour batter. It is thin enough to flow readily.

5. The type which flows easily is known as a ________.

---

5. pour batter

Examples of a pour batter are popovers, griddle cakes, and waffles.

6. Popovers, griddle cakes, and __________ are examples of pour batters.

---

6. waffles

The other one is known as a drop batter. These do not pour readily, but drop in a soft mass from a spoon.

7. ________________ batters drop in a soft mass from a spoon.

---

7. drop

Muffins are a type of a drop batter.

8. An example of a drop batter is __________.

---

8. muffins

When making muffins the liquid ingredients are added to the dry ingredients.

9. The __________ ingredients are added to the __________ ingredients when making muffins.

9. liquid
dry

Muffin batters are stirred quickly only until dry ingredients are moistened.

10. Stir muffin batters quickly until __________ are moistened.

10. dry ingredients

Overstirring tends to toughen the muffins and produces an uneven texture with tunnels.

11. When the muffin batter is overstirred, the muffins are tougher and often have ____________.

11. tunnels

Drop the batter from a tablespoon into muffin cups, filling the cups two-thirds full.

12. Fill muffin cups ____________ full.

12. two-thirds

Fill empty muffin cups with water to keep the pan from scorching.

13. The empty muffin cups are filled with __________ to keep them from scorching.

610 - 97b

13. water

The third type is classified under doughs. Doughs are thicker flour mixtures and are usually kneaded.

14. Flour mixtures which are thicker and usually kneaded are ____________.

14. doughs

A soft dough is a flour mixture which can be handled easily.

15. A flour mixture called a __________ dough can be handled easily.

15. soft

Baking powder biscuits and some coffee cakes are soft doughs.

16. Soft dough examples are ____________ and coffee cakes.

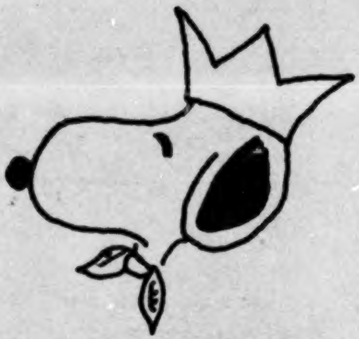
16. baking powder biscuits

Kneading the biscuit dough combines the ingredients thoroughly.

17. To combine the biscuit dough thoroughly, it is necessary to ____________ the dough.

17. knead	The basic ingredients in quick breads are flour, leavening, shortening, liquid, eggs, and sugar. 18. Flour, ___________, shortening, liquid, eggs, and sugar are the basic ingredients in quick breads.
18. leavening	Quick breads get their name from the quick-acting leavenings used in them to make the product porous and light. The leavenings are usually baking powder, soda, air, or steam. 19. Baking powder, _________, air, or steam are the leavenings.
19. soda	The best way to serve quick breads is piping hot. 20. Piping hot is the _________ way to serve quick breads.
20. best	Items 21-25 are review items. 21. Quick breads are grouped according to the consistency of the _______________________.
21. unbaked mixture	22. The three types of quick breads are: (1) (2) (3)
22. pour batter drop batter soft dough	23. The quick-acting _________________ give quick breads their name.
23. leavenings	24. Always serve quick breads _________.
24. piping hot	25. These statements are either true or false. Indicate which. a. Pancakes are classified as a pour batter. b. Fill muffin cups half full. c. It is necessary to knead baking powder biscuits.
25. a. True b. False c. True	

610 - 98b



IV. Principles of food preparation
  A. Principles of carbohydrate cookery
    3. Principles of quick bread preparation

RATING SCALE - NUT BREADS

Rate the prepared quick nut breads according to 1) outside appearance, 2) inside appearance, and 3) palatability - taste.

Circle each characteristic by using this scale: Poor - 1, Fair - 2, Good - 3, Very Good - 4, Excellent - 5.

Underline each characteristic that may have caused an imperfect product.

OUTER APPEARANCE

Even golden brown color to medium brown color	1 2 3 4 5
Slightly rounded top (almost doubled in size)	1 2 3 4 5
Center split or crack	1 2 3 4 5

Imperfect Characteristics	Causes of Imperfect Characteristics
Irregular shape and too small	too much flour, not enough liquid, overmixing
No crack	too much batter in pans, oven too hot
Too pale	overmixing, oven not hot enough, underbaking
Too dark	too much sugar, oven too hot, overbaking
Uneven color	undermixing, too much batter in pans, uneven oven heat, incorrect placement in oven, too hot

INSIDE APPEARANCE

Uniform even texture and cells	1 2 3 4 5
Light and tender	1 2 3 4 5
Moist crumb, yet not heavy	1 2 3 4 5
Cuts clean without crumbling	1 2 3 4 5

Imperect Characteristics	Causes of Imperfect Characteristics
Streaks	eggs and liquids not well blended
Too dry	batter too stiff, overbaking
Coarse or uneven cells	insufficient beating of egg, overmixing
Tunnels	too much flour, not enough liquid, overmixing, too much batter in pans, oven temperature too high
Too moist, waxy	insufficient beating of eggs, underbaking
Heavy	overmixing, underbaking, not enough shortening
Crumbly	too much flour, oven temperature too low

PALATABILITY OR TASTE

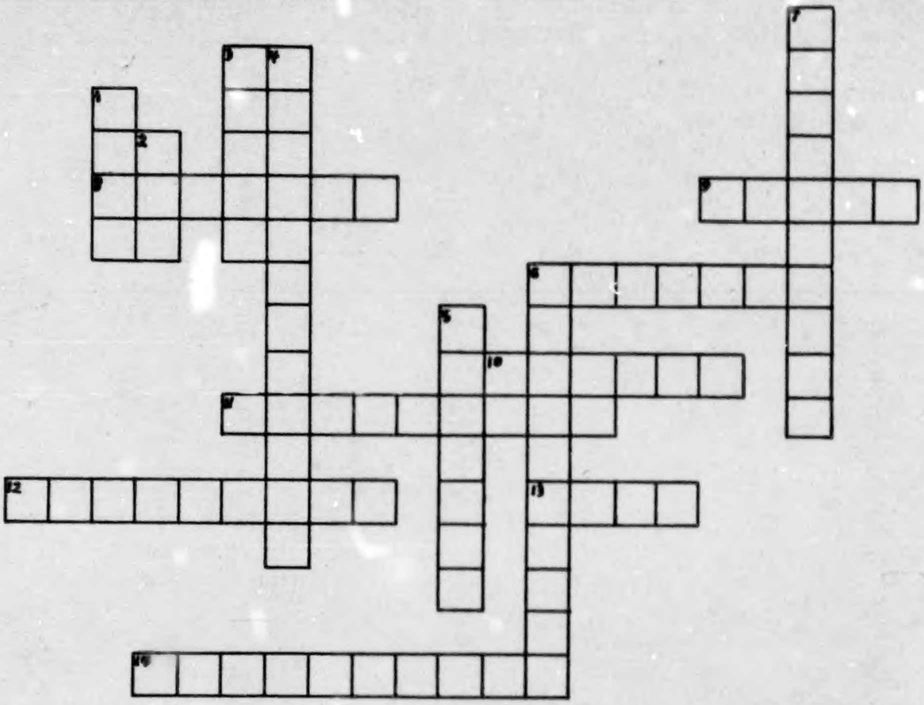
Very good pleasing taste	1 2 3 4 5
Very pleasing amount of flavoring, (ex. - banana, cranberry, etc.)	1 2 3 4 5

Imperfect Characteristics	Causes of Imperfect Characteristics
Too flat	not enough salt
Too salty	too much salt
Too heavy	too much flavoring ingredient

Total Score ________ (45)

IV. Principles of food preparation
A. Principles of carbohydrate cookery
3. Principles of quick bread preparation

FUNCTION OF INGREDIENTS CROSSWORD PUZZLE



610 - 100b

DOWN:

1. An ingredient used to prevent a flat taste in a baked product.
2. An example of a shortening or fat.
3. Provides the framework or structure of a product.
4. Leavening agent containing acid, just add liquid to make it act.
5. A liquid ingredient used to enhance flavor.
6. Cream this together with [illegible]gar to make the product airy.
7. A leavening agent that n[illegible]s an acid to make it work.

ACROSS:

6. Uneven mixing of eggs and liquids causes this in the product.
8. Helps ingredients act with each other and moistens the product.
9. An example of a liquid sweetner.
10. Leaveners make the product light and ______________.
11. Makes the product rich, tender, brown, and/or crisp.
12. General name for ingredients used to make the product rise.
13. Used as a binding agent to hold ingredients together.
14. Salt and leaveners are added to this product.

FUNCTION OF INGREDIENTS CROSSWORD PUZZLE - ANSWER KEY

DOWN:

1. salt
2. oil
3. flour
4. baking powder
5. vanilla
6. shortening
7. baking soda

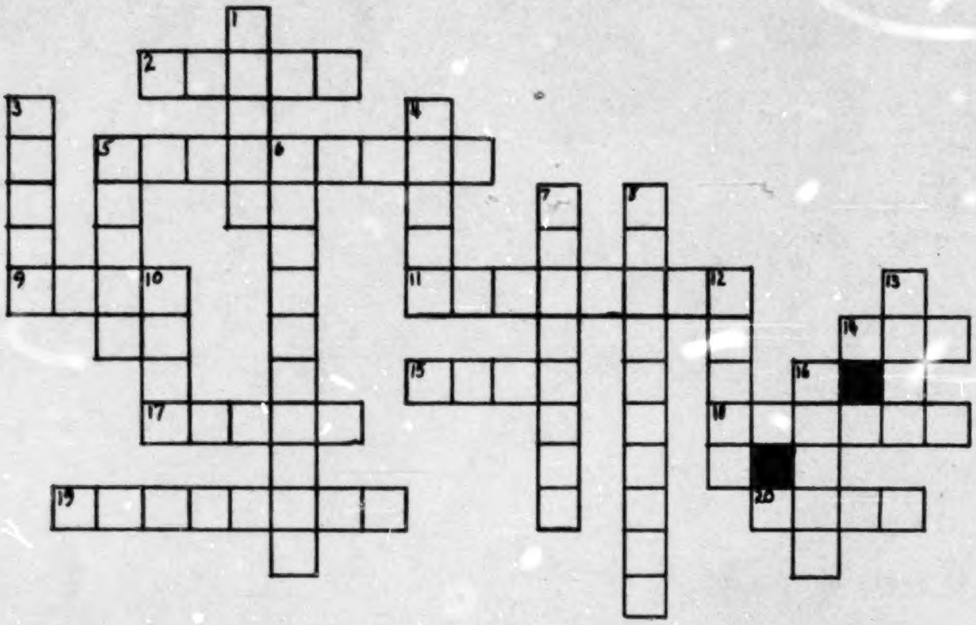
ACROSS:

6. streaks
8. liquids
9. honey
10. porous
11. sweeteners
12. leaveners
13. eggs
14. self-rising

610 - 101b

IV. Principles of food preparation
  A. Principles of carbohydrate cookery
    4. Principles of yeast bread preparation

CROSSWORD PUZZLE - YEAST PRODUCTS



610 - 102b

DOWN:

1. Ingredient used to make the bread rise.
3. Ingredient containing the gluten.
4. Bread product that becomes old and dried out.
5. Part of the bread that cracks when exposed to a cool draft while it is still hot from the oven.
6. Rolls shaped in three small round balls baked together.
7. Yeast needs this to grow in addition to food and warmth.
8. Name of active dry yeast that comes in air tight sealed packets.
10. Uneven mixing of this ingredient causes streaks in the bread product.
12. The name of the flour mixture that requires kneading.
13. Compressed yeast comes in this form.
16. The ingredient that serves as food for the yeast to grow.

ACROSS:

2. Do this to the dough to make it plump and develop the gluten.
5. Pie shaped rolls which are formed by rolling from the wide end to the narrow end.
9. The yeast makes the dough do this.
11. A word meaning extra nutrients are added to the flour.
14. Ingredient used to make the dough tender.
15. Ingredient used to prevent a flat taste.
17. Do this to the milk before adding it to the dough to stop enzyme growth.
18. The starch particles that stretch like elastic when moisture is added.
19. Temperature of the water when mixed with the yeast.
20. Cook in an oven by dry heat.

CROSSWORD PUZZLE - YEAST PRODUCTS - ANSWER KEY

DOWN:

1. yeast
3. flour
4. stale
5. crust
6. cloverleaf
7. moisture
8. dehydrated
10. eggs
12. dough
13. cake
16. sugar

ACROSS:

2. knead
5. crescents
9. rise
11. enriched
14. fat
15. salt
17. scald
18. gluten
19. lukewarm
20. bake

IV. Principles of food preparation
A. Principles of carbohydrate cookery
4. Principles of yeast bread preparation

YEAST BREADS

1. The two most important ingredients in yeast breads are yeast and flour.

2. Yeast comes in two forms, dry yeast, which is dehydrated meaning all the moisture has been removed; and compressed yeast which comes in a cake form and contains its own moisture. The yeast must grow while making bread because as it grows it gives off carbon dioxide which is important to the rising of bread.

3. Yeast needs three things in which to grow successfully:
   Moisture - water or milk
   Warmth - stable temperature of 85° F.
   Food - sugar for growth

4. Flour - must have the right amount of gluten to provide structure for the bread. An all purpose flour that is enriched (meaning it contains added vitamins and minerals) is the best kind to use. Gluten is the elastic starch particles which allows the dough to expand.

5. Moisture and kneading the dough develop the gluten to make it elastic.

6. The first step in making yeast breads is to hydrate the yeast (return water to the dry yeast). The temperature for the hydration of dry yeast must be 115° F. Add the remaining water at the correct temperature from this formula -

$$\frac{\text{Room temp.}}{72^\circ} + \frac{\text{Flour}}{72^\circ} + \frac{\text{Water}}{111^\circ} = 255^\circ$$

   Compressed yeast may be soaked at a water temperature of 85° F.

   Note: If using a C. thermometer 85° F. is = to 30° C. 115° F. is = to 45° C.

7. Next, add 1/2 of the flour at one time because it is easier to mix.

8. Sugar is now added for needed food for the yeast to grow.

9. Salt is added to control the growth of the yeast and give flavor.

10. Shortening is added to give the loaf or rolls their needed tenderness.

Beat the batter to distribute the ingredients and develop the gluten. When the batter is smooth enough, it should fall from the spoon in sheets or ribbons....this means that the gluten has developed enough.

Add the remaining flour, then mix it with your hands until the dough cleans the sides of the bowl. Let the dough rest 10-15 minutes...this makes it easier to handle and allows the extra moisture to be taken up. When it feels lumpy, it is ready to knead. The purpose of kneading is to continue the mixing to distribute the ingredients and to develop elastic gluten.

When the dough is smooth and blistery, you have kneaded it enough----place it in a lightly greased bowl, cover it, and set it on a cooling rack over warm water. The first rising period will take approximately one hour. The indentations of your fingers stay in when it is poked.

Now it is ready to be punched down. Place your fist in the center of the dough and fold in the sides. Let it rise for another 30 minutes.... this gives it a fine texture.

Punch it down again and let it rest for 10 minutes to make it easier to handle when you are shaping it.

Flatten it to remove any accumulated gas bubbles, then begin shaping. After you have made your bread or roll variations, cover them, place them over warm water and let them rise for the final time. This will take approximately one hour and the bread or rolls will double in size when they are ready to bake.

Your choice of baking pans should be glass, darkened metal or a dull finished aluminum, because they give a good brown crust.

Bake at temperature recipe suggests. The test for doneness is to tap on the top of the loaf or rolls....if they sound hollow, they are done.

IV. Principles of food preparation
    A. Principles of carbohydrate cookery
        4. Principles of yeast bread preparation

YEAST BREADS - CAUSES FOR POOR QUALITY

Use this information sheet to determine the causes for imperfect qualities in yeast bread products.

OUTER APPEARANCE

1. Uneven size - incorrect technique used in shaping, insufficient kneading; too short rising period; not enough yeast, if too small.
2. Cracked top - crusted before baking, cooled too quickly, too short rising period.
3. Uneven color- too dark -baked too long or temperature too high.
   too pale -underbaked, pans may have touched each other or oven sides.
4. Incorrect volume - not enough or too much flour, yeast not allowed to grow correctly, too short or long rising time.
5. Blistery crust - air bubbles not smoothed out if large air space under the crust - dough crusted during rising period, dough too stiff, rising time too short.

INSIDE APPEARANCE

1. Tough or coarse - insufficient kneading, oven not hot enough, not enough flour, rising period too long.
2. Heavy - insufficient kneading, rising period too short, rising in too cool a temperature.
3. Dark streaks- ingredients not distributed evenly, too much flour added while shaping.
4. Dry and crumbly - dough too stiff, insufficient kneading, oven not hot enough.

PALATABILITY OR TASTE

1. Salty or flat - too much or not enough salt.
2. Yeasty tasting- rising period too long, temperature of room too warm while rising.

YEAST BREAD RATING SCALE

Name ____________________________

Rate the yeast bread or roll according to quality of product. Scale: Poor - 1, Fair - 2, Good - 3, Very Good - 4, Excellent - 5.

OUTER APPEARANCE

1. Uniform size, even and symmetrical, well proportioned.	1 2 3 4 5
2. Smooth rounded top, free from cracks, even crust. (Batter breads may have slightly bumpy crust)	1 2 3 4 5
3. Uniformly golden brown color - top and bottom. (Batter breads will be deeper brown in color)	1 2 3 4 5
4. Pleasingly high volume, not too light or too heavy.	1 2 3 4 5

INSIDE APPEARANCE

1. Fine to moderately fine, even grain.	1 2 3 4 5
2. Soft, tender, slightly moist.	1 2 3 4 5
3. Creamy white color - free from streaks.	1 2 3 4 5
4. Evenly spaced thin cells, no large air bubbles.	1 2 3 4 5

PALATABILITY OR TASTE

1. Pleasing flavor, similar to wheaty or nut-like taste.	1 2 3 4 5
2. Fresh, pleasing fragrance, served warm.	1 2 3 4 5

Total Score ________ (50)

IV. Principles of food preparation
A. Principles of carbohydrate cookery
4. Principles of yeast bread preparation

YEAST BREAD QUIZ

Name ______________________________

Write the correct letter from the terms in Column II in the blank at the right of the description of Column I.

		Column I		Column II
_____	1.	Moisture added.	A.	Compressed
_____	2.	Controls growth of yeast - gives flavor.	B.	Dehydrated
_____	3.	Ingredient that makes dough tender.	C.	Enriched
_____	4.	Provides added vitamins and minerals.	D.	Hydrated
_____	5.	Without moisture.	E.	Kneading
_____	6.	Food for the yeast.	F.	Salt
_____	7.	Yeast in a cake form.	G.	Shortening
_____	8.	Distributes ingredients - develops elastic gluten.	H.	Sugar

610 - 107b

Circle True or False.

T F 9. To successfully hydrate dry yeast, the water temperature is 115° F.

T F 10. A glass pan makes the bread light and pale.

T F 11. When the dough cleans the sides of the bowl, it has been stirred enough.

T F 12. Stirring and kneading a dough or batter develops the gluten and makes it elastic.

T F 13. The two most important ingredients of a yeast bread are moisture and yeast.

Circle the letter of the answer that most correctly answers the statement.

14. The three things yeast needs to grow are:
    A. sugar, salt, and leavening.
    B. moisture, warmth, and food.
    C. sugar, moisture, and water.

15. The purpose of allowing the dough to rest 10-15 minutes before kneading is:
    A. it helps it to rise.
    B. it removes the gas bubbles.
    C. it helps absorb moisture and make the dough easier to work with.

16. Each time the dough rises, the key to decide whether or not it has risen enough is:
    A. slightly touch with finger, if indentation remains, dough has risen enough.
    B. slightly touch with finger, if indentation comes out, dough has risen enough.
    C. punch it down, if it stays up, its ready.

17. When the shaped dough rises too fast, what happens to the texture of the product?
    A. It gets flat.
    B. Has large air holes in it.
    C. Gets lumpy.

18. What may cause the yeast bread to crack on top after it comes out of the oven?
    A. It cooled too quickly or cooled in a draft.
    B. There was too much salt in the mixture.
    C. It rose too fast before baking time.

19. What causes an air space beneath the top crust of the bread when it comes out of the oven?
    A. Too much salt and not enough yeast.
    B. Dough was too stiff and it crusted during its rising time.
    C. Baked at too high of a temperature.

20. Why may the loaf of bread be too small?
    A. It was overkneaded.
    B. Incorrect temperature of yeast mixture and batter when mixing the bread.
    C. Too much sugar and not enough salt.

ANSWER KEY

1. D
2. F
3. G
4. C
5. B
6. H
7. A
8. E

9. True
10. False
11. True
12. True
13. False

14. B
15. C
16. A
17. B
18. A
19. B
20. B

IV. Principles of food preparation
    A. Principles of carbohydrate cookery
        5. Principles of cake preparation

"CAKES" STUDY GUIDE

Name ______________________________

1. Define "cake".

2. Compare the differences or similiarities between cakes and nut breads.

3. Name the varieties of cake "forms".

4. Name the two "types" of cake.

5. How do the principles of cake preparation differ between the two types?

6. In addition to flavor or sweetness, what else does sugar do for cake?

7. What is the name of the special flour used for cakes and what does it do?

8. What is the purpose of adding vanilla to a cake mixture?

9. What is the name for the cakes containing fat?

10. What is the name for the cakes without fat?

11. What will happen to the cake when not enough egg is added?

12. What will happen to the cake when too much egg is added?

13. What is the main leavening agent in an Angel Food cake?

14. What is the process of evenly distributing beaten egg whites throughout the batter?

15. What type of bowl should never be used for beating egg whites?

16. What is the process of placing an egg white in one bowl and the yolk in another? What is the purpose?

17. What is the consistency egg yolks become when they are beaten long enough?

18. What temperature should egg whites be to get the highest volume? (Beaten)

19. What does it mean to "line" a pan and how is it done?

20. What is the best type of pan used for baking a cake and why?

21. When the heat is reduced 25°, what type of pan is used?

22. How are the sizes of cake pans measured?

23. What size pan should you use for a cake recipe baked in a 9 x 13 inch pan in which you cut the recipe in half?

24. What is the name for applying flour to a greased pan and why should you also coat the sides of the pan?

25. Name the three basic methods for testing cakes for doneness.

26. Which one is the best test and why?

27. How long should a cake be cooled in the pan before removing it for frosting?

28. What are the basic types of frostings.

29. When a creamy frosting becomes too thick, what ingredient is added?

30. What kitchen tool is used to frost a cake?

31. What happened to the cake if it ends up with a mount in the center?

32. Give a step-by-step procedure for frosting a 2-layer cake.

610 - 110b

IV. Principles of food preparation
  A. Principles of carbohydrate cookery
    5. Principles of cake preparation

ANSWER SHEET TO "CAKES" STUDY GUIDE

1. Simple to elaborate flour mixture or batter.

2. Both use approximately same ingredients - different amounts. Example: cake flour makes finer texture and more sugar - finer texture, sweeter, lighter product.

3. Cupcakes, layer cakes, loaf cakes, upside down cakes, marble cakes, sponge.

4. With fat - without fat.

5. With fat - sugar and shortening are creamed together.
Without fat - sugar is combined with beaten eggs.

6. Makes tender.

7. Cake flour - makes light and tender crumbs and texture.

8. Enhances flavor.

9. Butter type.

10. Sponge.

11. Crumbly.

12. Makes tough and rubbery.

13. Egg whites.

14. Fold in.

15. Plastic.

16. Separating - allow for beating separately.

17. Thick.

18. Room temperature.

19. Wax paper - cut shape of bottom - lies loose in bottom of pan.

20. Shiny metal - heat reflects evenly.

21. Glass.

22. Inside - length by width. (Volume also)

23. 9 x 13 = 117 sq. inches. 58 sq. inches - cut in half. 8 x 8 = 64 is closest.

24. Dusting - allow batter to climb the sides for greater volume.

610 - 111b

ANSWER SHEET TO "CAKES" STUDY GUIDE (continued)

25. 1) Time, temperature 2) Toothpick - comes out clean (if not done, may fall) 3) Finger press - if indentations come out and sides have pulled away - it is done.

26. Fingerpress.

27. 10 minutes.

28. Cooked and not cooked.

29. Water.

30. Spatula.

31. Too much batter in center.

32. Loosen edges.
Place cake plate on top of first cake pan - center, turn right side up.
Lightly frost the actual bottom side which is now on top.
Loosen other cake edges.
Remove from pan.
Place right side up on center of other cake.
Seal edges with light layer of frosting.
Frost sides and top.

610 - 112b

IV. Principles of food preparation
A. Principles of carbohydrate cookery
5. Principles of cake preparation

CAKE QUIZ

Name ______________________________

Place the correct response from Column II in the blank to the left of Column I.

		Column I	Column II
_____	1.	The ingredient that gives the cake a finer texture than the texture of a nut bread.	A. Cake flour
_____	2.	When not enough of this ingredient is added, the cake may be crumbly.	B. Eggs
_____	3.	The ingredient that makes a fine porous and velvety texture and a sweet flavor.	C. Salt
_____	4.	The ingredient that prevents the cake from tasting flat.	D. Sugar
_____	5.	The ingredient that enhances or brings out the flavor of the cake.	E. Vanilla

Circle True or False.

T F 6. Pans are measured for size on the outer top sides.
T F 7. The two types of cakes are butter and sponge.
T F 8. Cool the cake in the pans for one hour to allow for ease in removing it.
T F 9. Bake 2-layer pans in the oven, one on top shelf and the other one directly below it.
T F 10. Egg whites beaten for cakes and frostings or meringues achieve the highest volume when cold before beating.
T F 11. The best type of pan for baking cakes is a lightweight metal.
T F 12. When frosting a 2-layer cake, the bottoms are placed together in the center of the cake plate.

610 - 113b

Circle the letter of the correct response.

13. Which of the following is the most correct test for doneness with cakes?
    A. Insert a toothpick in 3 areas, if it has a few crumbs, it is done.
    B. Cake does not break away from the edge of the pan when it is done.
    C. Touch lightly, if it springs back, the cake is done.

14. If you did not have a 9 x 13 inch cake pan, which of the following would you use for best results with that recipe?
    A. Two 11 x 7 inch pans.
    B. Two 8 x 8 inch pans.
    C. Two 9 x 9 inch pans.

15. Which of the following is the most correct way of treating cake pans before adding the batter you wish to make the highest volume?
    A. Both grease and flour the bottom and the sides.
    B. Line the bottom with wax paper and grease the sides.
    C. Dust the entire pan with flour.

ANSWER KEY

1. A
2. B
3. D
4. C
5. E
6. False
7. True
8. False
9. False
10. False
11. True
12. True
13. C
14. B
15. A

IV. Principles of food preparation
    B. Principles of fat and oil cookery
        1. Principles of pastry preparation

PASTRY QUIZ

Name ______________________________

Write the letter of the ingredient from Column II in the blank to the left of its function in Column I.

Column I

_____ 1. Used to make the pastry rich and tender.
_____ 2. Used to develop gluten in the pastry, too much will make the dough sticky and doughy.
_____ 3. Sprinkled on the top crust to make it have a golden brown color.
_____ 4. Spread over bottom crust to prevent the pastry from becoming soggy.
_____ 5. A pastry made without this is flat and flavorless.
_____ 6. Too much of this ingredient will make the pastry tough, powdery, and crumbly.

Column II

A. Egg whites
B. Flour
C. Liquid
D. Salt
E. Shortening
F. Sugar

Circle True or False.

T F 7. Lard and vegetable shortenings produce less tender pastries than butter and margarine do.
T F 8. When rolling out a pastry, pinch the cracks together as they develop.
T F 9. Roll the pastry from the center to outer edges in all directions.
T F 10. Roll the pastry dough 1/4 inch thick.
T F 11. Roll the pastry dough the same size as the inverted pie pan.
T F 12. Stretch the pastry to fit the bottom corners of the pie pans.
T F 13. Leave 1/2 inch of pastry overhang to allow for fluting the edges.
T F 14. To make a smooth creamy pie filling, add the beaten egg yolks to the hot filling mixture.
T F 15. Eggs that give the highest volume in a meringue are allowed to come to room temperature before beating.
T F 16. Pastry shells baked together with their filling are not pricked first.

Circle only one correct answer for the following:

17. Allow the dough to rest for 10 minutes before rolling it to
    A. let it rise.
    B. prevent cracking.
    C. let it absorb moisture.

18. Pie shells are pricked with a fork or knife in several places to
    A. prevent air bubbles from forming.
    B. allow it to absorb moisture.
    C. make it brown better.

19. Pie pans that will make the pastry pale and soggy are made of
    A. glass.
    B. darkened tin.
    C. shiny stainless steel.

20. The thickening agent used in making clear and glossy fruit fillings is
    A. flour.
    B. corn starch.
    C. cream of tartar.

610 - 114b

PASTRY QUIZ - ANSWER KEY

1. E
2. C
3. F
4. A
5. D
6. B

7. False
8. True
9. True
10. False
11. False
12. False
13. True
14. False
15. True
16. True

17. C
18. A
19. C
20. B

610 - 115b

IV. Principles of food preparation
    B. Principles of fat and oil cookery
        2. Principles of salad dressing preparation

MAKING GOOD SALADS

THE INGREDIENTS

1. Select foods for a pleasing combination of colors and flavors.
2. Use crisp, raw vegetables or fruits if other foods in the meal are soft to give a contrast in texture.
3. Combine light foods with dark foods for a pleasing color combination. For example: leave part or all of the skin on apples to add color as well as flavor to a meat or fish salad.

THE PREPARATION

4. Wash, dry, and chill fresh vegetables or fruits.
5. Chill and drain canned vegetables or fruits.
6. Cook vegetables to be used in a salad only until barely tender. Overcooked vegetables lose their shape.
7. Rinse leftover vegetables in hot water to remove butter or margarine. Then chill.
8. Be sure that pieces of chicken, meat, fish to be used in a salad are free of skin, gristle, or bones.
9. When you use lettuce in a salad, tear the greens, do not cut them apart.
10. Cut salad ingredients into large pieces so that the food is easily recognized and that the salad does not become mushy.
11. If you use raw apples, bananas, pears, or peaches in a salad, sprinkle them with lemon juice to keep them from turning dark.
12. Combine ingredients gently by either tossing or lightly mixing. Do not overstir or overmix.

610 - 116b

THE DRESSING

13. Do not add salad dressing until just before serving unless the directions state otherwise for marinating.
14. Use only enough dressing to moisten the ingredients, not so much that it drains onto the salad plate. Three tablespoons of dressing should cover one tossed salad serving six people.

THE SERVING

15. Select individual salad plates that are large enough to allow for easy eating.
16. Pile tossed salad loosely in the center of a bowl or on individual salad plates so that the greens look natural.
17. When you serve salads on salad greens, be sure that the greens are neatly arranged, not overpowering to the size of the salad and that the salad is attractively placed.
18. Brighten the salad with a garnish, but avoid having too much.
19. Keep the salad in the refrigerator until serving time.

IV. Principles of food preparation
    C. Principles of protein cookery
        1. Principles of cheese preparation

PRINCIPLES OF CHEESE COOKERY

Name ______________________________

1. The principles of cheese cookery are very similar to what other type of cookery?

2. Cheese is very high in the nutrient ____________________.

3. When cheese is cooked at a very high temperature it becomes ________________ and ________________.

4. What happens to cheese when it is cooked for a longer period of time than necessary?

5. In order to have cheese melt quickly and blend easily with other foods, ________ before adding it to other ingredients.

6. When selecting a cheese for cooking, select a ____________ one.

7. For examples of an unripened cheese are:
    a.
    b.
    c.
    d.

8. The above named cheeses (should or should not) be selected for cooking purposes?

9. Four examples of ripened cheese are:
    a.
    b.
    c.
    d.

610 - 117b

10. The above named cheeses (should or should not) be selected for cooking purposes?

11. When making pizza, why should the cheese be covered with the sauce?

12. Name several good cheeses for using on a pizza.

13. What type of cheeses do not cause "strings" when cooked?

14. What type of cheese can best be used with a white sauce to create a cheese sauce variation?

15. Name several recipes or "dishes" cheese sauces can be used in or with.

16. Cheese has a variety of uses. Identify at least ten uses for cheese:

a.	f.
b.	g.
c.	h.
d.	i.
e.	j.

PRINCIPLES OF CHEESE COOKERY - ANSWER KEY

1. Milk and meat

2. Protein

3. Tough, rubbery and stringy

4. Fat begins to separate from mixture

5. Shred

6. Well-ripened

7. a. Ricotta
   b. Cream cheese
   c. Mozzarella
   d. Cottage cheese

8. Should not

9. a. Cheddar   Edam
   b. Colby   Gouda, etc.
   c. Provolone
   d. Blue

10. Should

11. Protect from heat

12. Mozzarella - provolone - cheddar - parmesan

13. Processed - creamed

14. Ripened

15. Macaroni and cheese
    Vegetable sauces
    Omlet,souffles
    Welsh rarebit
    Cream soup

16. Cheeese has a variety of uses. Identify at least ten uses for cheese:
    a.   f.
    b.   g.
    c.   h.
    d.   i.
    e.   j.

610 - 118b

IV. Principles of food preparation
  C. Principles of protein cookery
    2. Principles of meat cookery

MEATS - STUDY GUIDE

Name ______________________________

1. Name the three things the Meat Inspection Act assures consumers about meat.
   a.
   b.
   c.

2. What three forms of meat are covered in the Meat Inspection Act?
   a.
   b.
   c.

3. Meat slaughtered and sold within a state is not required to pass Federal Inspection. What is done for the consumer in this case?

4. The stamp on canned and processed meats tells us what five things - required by law?
   a.
   b.
   c.
   d.
   e.

610 - 119b

5. Grading is not a federal requirement, but a service; name the three things considered when animals are judged for quality grading.
   a.
   b.
   c.

6. Grades are used for beef, veal, calf, lamb, and mutton. Name them and identify the characteristics of each grade.
   a.
   b.
   c.
   d.
   e.
   f.

7. There are no differences in nutritional value from grade to grade, however, there is a difference in the tenderness of the meat. Name and explain the two methods of tenderizing meat.
   a.
   b.

8. Name and give an example of the three main types of meat cookery.
   a.
   b.
   c.

9. The most tender cuts of meat lie along the backbone. Use the beef and pork charts and identify as many as you can.

10. The less tender cuts of meat are in the legs and neck muscle area. Use the charts and identify as many cuts as you can.

11. When selecting meats, following this guide: Know the 1) total to buy, 2) tenderness desired, and 3) time and money available. Explain the meaning of this.

12. How are each of the following meats stored?
    a. Fresh -
    b. Frozen -
    c. Cooked -
    d. Cured or smoked -

13. Name the methods used for defrosting meats.

14. To what temperature or degree of doneness are each of the following meats cooked?
    a. Beef - rare ____________
    b. Beef - med. ____________
    c. Beef - well done _______
    d. Pork roast ____________
    e. Pork chops ____________
    f. Med. lamb ____________

15. How many pounds per serving are allowed for each of the following?
    a. Boneless meat ____________
    b. Small amount of bone _____
    c. Large amount of bone _____

16. Identify the following terms used in meat preparation and cookery:
    Broil -
    Braise -
    Marinate -
    Marbling
    Roast -
    Pot roast -
    Simmer -
    Saute -
    Pan fry -
    Stuff -
    Sear -

17. Name the characteristics of each of the following poultry.
    a. Frying -
    b. Stewing -
    c. Roasting -
    d. Broiling -
    e. Capon -
    f. Tom -
    g. Squab -
    h. "Drawn" -

610 - 120b

18. Poultry is graded A, B, C. What are the characteristics of each grade?
    A -

    B -

    C -

19. Poultry contains incomplete proteins - meaning all necessary amino acids are not present. It is also high in the B complex. What nutrients are in this complex?

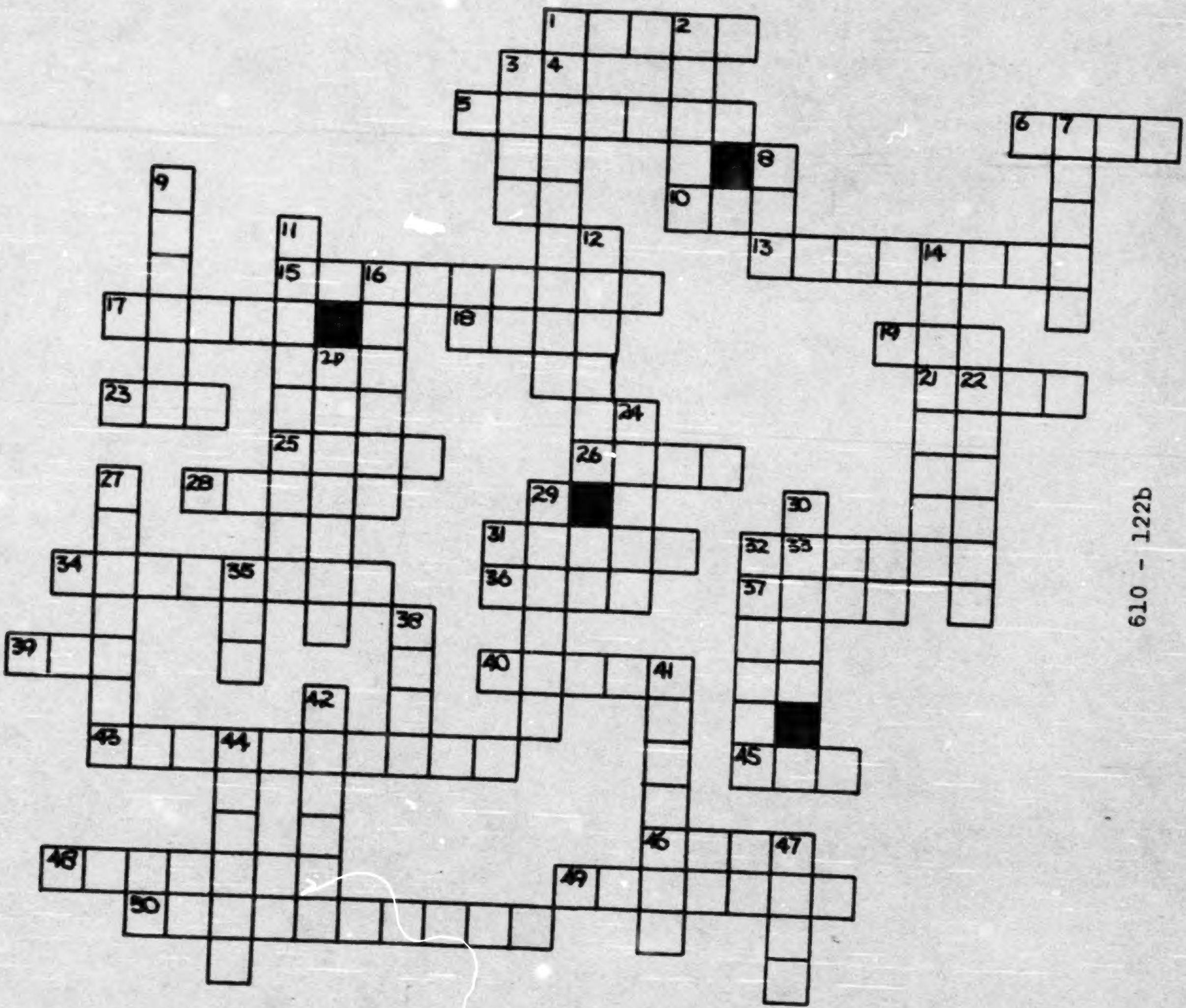
20. Meat can become spoiled if not treated, stored, and cooked properly. Name the bacteria for each of the following meats:
    a. Poultry - especially dressings -
    b. Pork -
    c. Wild meats -

21. What kinds of meats, wild or tame, have you never tried?

610 - 121b

IV. Principles of food preparation
    C. Principles of protein cookery
        2. Principles of meat cookery

BEEF CROSSWORD PUZZLE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610 - 122b

BEEF CROSSWORD PUZZLE, continued

ACROSS

1. The highest grade of beef which is usually sold in most restaurants.
5. The main nutrient found in meat.
6. A mixture of meat and vegetables simmered over low heat.
10. According to the basic four food guide, one should eat _____ servings of meat per day.
13. A B-vitamin found in meat.
15. The cheapest type of ground beef.
17. The building blocks of protein are called __________ acids.
18. The hard yellow fat (tallow) found in animals which is often fed to birds in the winter.
19. Tender cuts of meat are cooked with __________ heat.
21. When meat contains __________, one will have to buy more than when the meat is boneless.
23. An oily substance found in meat.
25. A seasoning added to meat after it is browned.
26. Only two wholesale cuts of beef, the rib and the __________ are tender.
28. Having lost freshness due to having been kept too long.
31. Another name for leg is __________.
33. Meats that contain this shape of bone are tender.
34. The protein found in beef is __________ since beef contains all of the essential amino acids.
36. Thawed meat should be kept __________ until one is ready to cook it.
37. Overcooking and __________ temperatures will cause meat to toughen.
39. A purple vegetable __________ is used to stamp wholesale cuts during federal inspection.
40. A technique done to the edge of steaks and other cuts of meat to prevent them from curling up or under during the cooking process or this technique can be done to tenderize meat.
43. The location of the meat cut on the animal is a clue to its __________.
45. Porterhouse steak is cooked with __________ heat.
46. Meat is the main dish and/or item of a __________.
48. A beef __________ is cut into wholesale cuts.
49. A front quarter is __________ in price than a hind quarter.
50. More of these tissues are found in tough cuts of meat than in tender cuts of meat.

DOWN

2. Tough pieces of meat are cooked with __________ heat.
3. A mineral found in meat which is needed to make hemoglobin and to give blood its characteristic red color.
4. A protein in connective tissue of meat which can be converted to gelatin by moist heat.
7. Thawed meat should not be kept longer than ______ days in the refrigerator.
8. This type of roast is found in the chuck section of an animal.
9. Lack of iron in the body causes __________.
11. Sides of beef are cut into large pieces called __________ cuts.
12. Wholesale cuts of meat are divided into smaller cuts called __________ cuts which are offered for sale in display cases of markets.
14. Refers to tiny veins of fat which appear throughout the loin of tender cuts of meat.
16. The largest per cent of meat consumed comes from the _______ tissue of an animal.
20. Beef is graded for cutability and __________.

BEEF CROSSWORD PUZZLE, continued

DOWN

22. Meat loses its red color when it's deprived of __________.
24. The most expensive ground beef is ground __________.
27. The purpose of meat inspection is to __________ the consumer.
29. The second highest grade of beef which is sold in most retail stores.
30. __________ steak is tenderized by pounding.
32. __________ meat should not be refrozen.
35. Since meat is a protein, it is cooked on __________ heat.
38. Most cuts of meat which can be cooked quickly cost __________ than those which require longer cooking.
41. Substances in meat which tenderizes the meat as it ages.
42. A moist method of cooking tough pieces of meat.
44. The cost of meat is influenced by supply and __________.
47. Cuts of meat are composed of connective tissue, fat, __________, and sometimes bone.

ANSWER KEY

ACROSS

1. prime
5. protein
6. stew
10. two
13. thiamine
15. hamburger
17. amino
18. suet
19. dry
21. bone
23. fat
25. salt
26. loin
28. stale
31. shank
33. wedge
34. complete
36. cold
37. high
39. dye
40. score
43. tenderness
45. dry
46. meal
48. carcass
49. cheaper
50. connective

DOWN

2. moist
3. iron
4. collagen
7. three
8. pot
9. anemia
11. wholesale
12. retail
14. marbling
16. muscle
20. quality
22. oxygen
24. round
27. protect
29. choice
30. swiss
32. thawed
35. low
38. more
41. enzymes
42. braise
44. demand
47. lean

610 - 124b

IV. Principles of food preparation
    C. Principles of protein cookery
        3. Principles of gelatin preparation

GELATINS - STUDY GUIDE

Name ______________________________

1. Gelatin is high in the nutrient ____________________.

2. Temperature of the water or liquid added to gelatin to dissolve it is ____________.

3. When gelatin is not completely _____________, it will contain spots of darkened sugar and gelatin lumps which makes it unpleasant to taste.

4. Insufficient amount of water or liquid in a gelatin will make the product _________________________.

5. Too much water or liquid in a gelatin will make it _______________________.

6. A 3 oz. package of flavored gelatin requires ______ cups of liquid for correct preparation.

7. A gelatin is "quick set" by substituting ______ medium ice cubes per cup of cold liquid.

8. Name the ways of preventing fresh fruit from turning brown before adding them to a gelatin mixture.

9. Never add fresh fruit such as apples and bananas to an acid mixture before adding them to the gelatin because the acid will prevent the mixture from forming a ________________.

10. When using canned fruit for gelatin mixtures, the liquid or juice the fruit is packed in can be substituted for the __________ __________ in a gelatin preparation.

11. Some gelatins do not slide out of their molds unless the mold is pre-treated. What are some ways of pre-treating the molds?

    a.

    b.

    c.

    d.

    e.

12. Identify ways and recipes both flavored and unflavored gelatin may be used for variety and creativity in a meal.

610 - 125b

GELATINS - STUDY GUIDE - ANSWER KEY

1. Protein
2. Boiling
3. Dissolved
4. Rubbery
5. Watery
6. 2
7. 8
8. Salt water mixture - place in sugar syrup solution immediately.
9. Gel
10. Cold water
11. a. Light coat of oil on mold.
    b. Place light coat of salad dressing around mold.
    c. Dip in warm water few seconds before inverting mold.
    d. Place hot towel around outer sides of mold before removing it.
    e. Run knife around outer edges before removing mold.
12. Parfaits
    Frozen desserts
    Cubed with fresh fruits
    Vegetable salads
    Fruit salads
    Main dish salads
    Whipped, etc.

610 - 126b

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610 - 127b

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610 - 128b

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610 - 129b

FOCUS ON TEEN LIFE: FOODS AND FAMILY (CHILD) 610	9 1 sem
Open to boys and girls	

FOCUS ON TEEN LIFE: FAMILY (CHILD)

Emphasis in this unit is placed on the influence of the adolescent's interactions with children. It encourages child study for a deeper understanding of self-concept and stresses the importance of adolescents acting as models or examples to young children. The students become involved with the work and play of a child and develop an understanding of how life as a child contributes to the uniqueness of an individual.

Conceptual Structure

FOCUS ON TEEN LIFE: FAMILY (CHILD)

I. Interactions of adolescents with children
    A. Importance of child study for a deeper understanding of self-concept
    B. Influence of adolescents as models or examples to young children
    C. Importance of accepting children as unique individuals
    D. Importance of cooperation in work and play

Major Concept I Interaction of adolescents with children
Major Objective I Analyzes the interactions of adolescents with children.

Concept A Importance of child study for a deeper understanding of self-concept
Objectives A Discovers the importance of child study for a deeper understanding of self-concept.
Acquaints self with the importance of child study for a deeper understanding of self-concept.
Attempts to identify similarities and differences of children for a deeper understanding of self-concept

Performance Objectives
The student will
1. describe images of children and identify where they come from.
2. list things of importance to children and adolescents.
3. explain how the development and behavior of children helps one to better understand self.
4. relate the similarities and differences of child behavior to adolescent behavior.

Generalization: Understanding children will enable one to more clearly understand self.

Content	Learning Experiences	Evaluative Experiences
One's image of children and their behavior is a factor that is determined by the experiences one has with children.	Chalk talk using descriptive words or adjectives to compile a list of "images" one has of children.	Discuss these images and identify where they come from. In small groups, combine the images and construct a definition of a "normal child".
As one gains understanding about children, one is reminded of events in his own childhood which help him to better understand his behavior.	List things that are important to children. Underline the items in the list that are important to one as an adolescent.	Draw conclusions as to what kinds of things are important to children as well as adolescents.
	Recall a situation from childhood and discuss reasons some things are remembered, i.e., experiencing joy, feeling unloved, getting into trouble, being punished, winning or achieving something, imitating someone, experiencing pain and sorrow.	Discuss how childhood experiences affect one's self-concept.

Content	Learning Experiences	Evaluative Experiences
A study of the development and behavior of children enables one to better understand his own development and behavior.	Read references to comprehend reasons why one studies the development and behavior of children. (Bibliography)	Complete work study sheet to further comprehend how behavior as a child is similar to or different from behavior as an adolescent. (Appendix)
	Recall and describe how own behavior is similar to or different from behavior as a child in a given situation, i.e., experiencing a new adventure, receiving a new gift, attending a new event.	Discuss reasons why some children and adolescents are shy and others are bold; some cry easily and others fight; and some are talkative and others are quiet.
		Write summary of how behavior as a child is similar to or different from behavior as an adolescent.

Concept B Influence of adolescents as models or examples to young children

Objectives B Identifies the influence of adolescents as models or examples to young children.
Sensitive to ways adolescents influence young children.
Acquaints self with a child's formation of a value system and the part adolsecents play in influencing children's values.
Believes in the use of disciplinary action.
Assumes responsibility for the influence adolescents have on young children.

Performance Objectives
The student will
1. identify ways adolescents influence a child's behavior.
2. explain reasons for misbehavior.
3. discover how the treatment of a child affects his self-image and behavior.
4. relate how emotions affect behavior.

Generalization: The treatment one gives a child will have an effect on the child's self-image and behavior.

Content	Learning Experiences	Evaluative Experiences
Adolescents as models, examples, and babysitters have a direct influence on a child's behavior.	Read references on child behavior to determine how behavior is guided. (Bibliography)	Define and discuss definitions of acceptable behavior, misbehavior, discipline, guidance, and punishment.
	Recall situations in own life when one was punished and react to technique of punishment.	
A child's habits are formed through imitations of others.	Discuss ways in which desirable habits are formed and the responsibility adolescents have in a child's habit formation, i.e., table manners, speech, reactions to getting dirty.	Write a short anecdotal story on how a younger child imitated someone. Summarize responsibility of setting good examples for children to aid them in good habit formation.
Behavior one considers bad reflects a lack of understanding to the needs of the individual who is misbehaving.	Identify what childhood misbehavior means. Discuss reasons why children misbehave. Choose one way a child misbehaves and write a reaction one would have about this misbehavior.	List ten examples of behavior one considers characteristic of spoiled child. Beside each example, write the probable reason why that type of behavior developed.
There are general guides to follow to ensure acceptable behavior of the children one is responsible for while babysitting.	Identify and compile the general guides or rules to good discipline to further understand how one can influence the behavior of a child. (Bibliography) (Appendix)	Complete a "case history of misbehavior and disciplinary technique" study sheet to show understanding of acceptable ways of guiding children's behavior. (Appendix)
The treatment one gives a child affects the child's self-image, which in turn affects behavior.	Read and discuss handout "Understanding Children's Behavior." (Appendix)	Complete and discuss "thought questions" on how adolescents as babysitters guide a child's behavior to promote a positive self-image and acceptable behavior. (Appendix)

Content	Learning Experiences	Evaluative Experiences
	Recall situations in own life that caused one to feel the way one does about self.	
	Grab bag for statements to discuss and give examples of the following: 1. children often live up to the roles or labels cast for them by others. 2. constructive praise and criticism leads to a realistic self-image. 3. criticism of personality and character gives one negative feelings about self. 4. a child learns to behave by imitating others' behavior. 5. letting a child know what is expected of him enables him to set standards to meet expectations others have of him.	
Behavior of adolescents and children will be affected by expression of emotions.	Chalk talk to list emotions. Describe how children express emotions such as: love, joy, hate, fear, anger, frustration, jealousy, excitement, happiness, etc.	Discuss how the child's emotional reaction is similar to or different from emotional reaction of an adolescent.
	Read references to determine how common childhood emotions are expressed. (Bibliography)	Complete study guides on "Coping with Jealousy" and "Feelings of Anger and Resentment." (Appendix)

Content	Learning Experiences	Evaluative Experiences
	Collect magazine pictures illustrating a behavioral or an emotional reaction of a child. Use illustrations and explain reasons why one feels the child is acting as shown, i.e., hungry, tired, anxious, happy, unhappy, confused.	Complete and discuss "thought questions" on how adolescents as babysitters guide a child's emotional reactions into healthy behavior. (Appendix)
	Predict the ways an adolescent and a child would behave in each of the following situations: 1. meeting a teacher away from school. 2. parents take away a privilege as a punishment. 3. a new girl comes to class. 4. a fellow student makes a mistake in class. 5. sitting through a thunder storm.	Observe children playing and record emotional reactions one sees. Predict own reaction to same situation. Relate similarities and differences in child and adolescent behavior. Take quiz on expressing emotions to identify understanding of positive childhood guidance in babysitting situations. (Appendix)

Concept C Importance of accepting children as unique individuals
Objectives C Discovers the importance of accepting children as unique individuals.
Assumes responsibility for accepting children as unique individuals.

Performance Objectives
The student will
1. identify inherited and environmental characteristics contributing to the uniqueness of individual children.
2. give examples of traits possessed by others who successfully care for children.
3. relate growth patterns of children to our growth pattern.
4. illustrate the orderly predictable growth pattern for children which makes each one an individual.

Generalization: Increased self-understanding will result when one recognizes the similarities and differences in the development of children.

Content	Learning Experiences	Evaluative Experiences
The unique individuality of a child, which makes him a person, is a composite of all his inherited and environmental characteristics.	Use the lists of descriptive words previously written about the images one has of a child. Categorize them into environmental or inherited characteristics.	Write objective quiz on environmental and inherited characteristics.
Inherited characteristics are those one cannot change while environmental characteristics are those that change as a person changes and develops.	Discuss environmental factors which help a child change and develop.	Summarize factors which contribute to a child's change and development.
Traits of warmth, imagination, enthusiasm, and stamina enable adolescents to play and "work" successfully with each unique child.	Interview individuals who work with children to determine traits they possess for successful interrelationships with children.	Write a pargraph depicting the traits adolescents possess to satisfactorily interrelate with children.
Growth follows an orderly, predictable pattern which will vary slightly with the development of each child.	Read references illustrating general growth and developmental patterns each pre-school child goes through during the development process. (Bibliography)	Use baby books to determine the following about self: age for first word, first sentence, first tooth, first time sitting alone, first step, etc.
	Read and discuss handout on "Common Age Characteristics of Children". (Appendix)	Summarize basic growth and development patterns of 1-5 year olds.
	View visuals illustrating the general growth patterns children go through during the process of development. (Bibliography)	Complete objective quiz on basic growth and developmental patterns of 1-5 year olds. (Appendix)

Concept D Importance of cooperation in work and play

Objectives D Discovers the importance of cooperation in work and play.
Appreciates the value play has for children and adolescents.
Assumes the responsibilities for entertaining and playing with children.

Performance Objectives
The student will
1. define play and the value play has for children.
2. explain play media.
3. prepare a simple toy and examine toys for various criteria.
4. identify play media for various age groups for a play school.

Generalization: Play will enable children of all ages to grow and develop as well-rounded individuals.

Content	Learning Experiences	Evaluative Experiences
To a young child, play is fun, work and life.	Describe what play is to a child. Identify how a child's play is the way a child learns, experiments, and finds out about the world.	Discuss how play is one of the most important factors in the life of a child.
Play includes many values in addition to keeping children amused and out of mischief.	List the values of child's play from the babysitter's viewpoint. (Appendix)	
	List the values of adolescent entertainment.	Compare the two lists for similarities and differences.
	Compose a story describing a toy a child likes, how he uses the toy, and the value of that toy for the child. (Appendix)	Read the story to the child and record his verbal or emotional reaction or facial expression. (Appendix)

Content	Learning Experiences	Evaluative Experiences
Play media includes variety in types and materials to encourage active, physical play; constructive, creative play; imitative, dramatic play; and social play.	List the types or groups of play. Buzz sessions to determine the kinds and variety of materials children use in play for each group, i.e., purchased toys, bright or interesting home items, homemade toys, scraps of paper or cloth, pots and pans and other kitchen equipment.	Discuss as a class the results of information gathered in buzz sessions about kinds of play and variety of play materials.
Suitable play materials and equipment for children of all ages meet specific criteria and provide a variety of learning experiences.	Develop a check sheet for selecting play materials suitable for children of all ages.	Display or create an exhibit of toys to promote understanding of the value toys have for children.
	Bring toys from home and examine them for safety features and other requirements for children of various age groups.	
	Make a simple toy for a specific child. Observe the child playing with this toy. Describe the value the toy has for the child. (Appendix)	Rate the toy for its value or educational experiences it offers the child. (Appendix
	Present creative play ideas such as a puppet show, skit, play, pantomine, etc. to children at the "childrens hour session".	Discuss children's reaction to the presentation. Determine how the presentation was a learning experience for the participating children.
Appropriate care of own toys reflects responsibility and formation of acceptable habits in children.	Compose a list of guidelines or rules for children to help a child learn to care for own toys.	

Content	Learning Experiences	Evaluative Experiences
	Describe techniques used with children that make caring for toys an enjoyable experience.	Chart the rules and guidelines for caring for own toys. Use the chart with a specific child over a period of a week and star the times the child follows the rules.
Observation of child behavior and participation with children will enable adolescents to more accurately analyze own behavior and relate more successfully with children as babysitters and family members.	Plan and participate in an entertaining "childrens hour" play school for pre-schoolers. Use suggested creative media, finger plays, art activites, letter of invitation to children, and play school laboratory schedule. (Appendix - refer to 7th grade - II - C.)	Observe the behavior of children. Record reactions to games, songs, finger plays, art activity, snack time, clean-up time, other rules and guidelines set up for children. Identify activities children enjoyed the most. Analyze feelings of adolescents from this experience. (Appendix)
		Complete unit objective test on child care and development. (Appendix)

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

610 - 12c

I. Interactions of adolescents with children
  A. Importance of child study for a deeper understanding of self-concept

FOCUS ON TEEN LIFE: CHILDREN

Name ______________________ Grade (30 points)

1. List ways we can learn about children and their behavior.
    a.
    b.
    c.
    d.
2. List three ways children are alike.
    a.
    b.
    c.
3. List three ways children are different.
    a.
    b.
    c.
4. List four reasons why children change.
    a.
    b.
    c.
    d.
5. List four experiences a child might have and suggest how each might affect his personality.
    a.
    b.
    c.
    d.
6. List three expectations your parents have for you.
    a.
    b.
    c.
7. How have these expectations influenced your behavior?
    a.
    b.
    c.
8. Name one example of an "image" your mother or father has of you..."you act just like......."

9. How does this image continue to produce certain behavior from you?

10. What is the difference between accepting behavior and approving of it? Give an example of each.
    a.
    b.
    c.
    d.

610 - 13c

GUIDES FOR PROMOTING ACCEPTABLE BEHAVIOR

1. The child is your first and main concern. His safety, well being, and state of mind are the most important considerations when dealing with children.

2. Self-concept of that child should be kept positive. Never respond with a comment or action that will bring about a negative or bad image or self-concept of the child.

3. Remember that the child has emotions that he wishes to express, and he is usually very honest about expressing them. He may decide to test you and say or do something just to get your reaction. Be on guard and prevent any behavioral problem by what you say or do.

4. Be honest with children, do not lie, fib, or tell false stories as the child can usually see through these things anyway. If you honestly do not know the answer to something the child asks, tell him, "I do not know but I will see if I can find out for you."

5. When you do know the answers, respond to the child in terms that he can understand and do not get technical or too involved.

6. Do not bribe, threaten, or frighten a child.

7. Be firm, but gentle. Set limits and be consistent.

8. When asking or telling a child to do something, approach it by saying, "When you finish you may..." DO NOT USE THIS TERMINOLOGY: "If you finish..." etc.

9. When giving the child a choice, let him choose among several things he likes that you approve and are willing to give him. Do not offer too many choices as the child becomes frustrated and cannot make up his own mind.

10. When the child says something that horrifies or surprises you, keep calm and handle it in a matter of fact way or he will continue to do the same thing again.

11. Never criticize the child or his personality in any way. You may tell him that you disapprove of his behavior but never disapprove of him.

12. Be fair to the child and to yourself.

610 - 14c

CASE HISTORY OF MISBEHAVIOR AND A DISCIPLINARY TECHNIQUE

Name ______________________________

Misbehavior - A child misbehaves when he does not act the way a particular adult or responsible person thinks he should act under particular circumstances at a particular time.

1. Describe the situation:

   A. Where did it take place?

   B. When did it happen?

   C. What was the child doing?

   D. What were you doing?

   E. What happened?

2. Why? Identify what you think caused the behavior you did not approve of.

3. What did you do about it?

4. Outcome - How did the child react and feel about what you did?

   How did you feel about the way you treated the child?

5. What do you think you should have done to prevent more bad feelings or more bad behavior?

610 - 15c

I. Interactions of adolescents with children
  B. Influence of adolescents as models or examples to young children

UNDERSTANDING CHILDREN'S BEHAVIOR

Understanding the behavior of children leads to a better understanding of our own behavior. The following statements give us ideas on guiding children to create a positive self-concept: to help understand our feelings and reactions.

1. Children often live up to the roles cast for them by loved ones. DO NOT LABEL A CHILD. An example of bad labeling that causes a poor self-concept in a child is: "You act just like your sister--DUMB". This causes the child to feel dumb and every time it is repeated the bad image re-appears.

2. Accept children as they are to encourage self-confidence. Do not try to change a child. Show them by your words and actions that you like them for what they are and do not criticize them for what they are not.

3. Help a child to live up to his own individual potential by helping him to cope with present crises. Look for the cause of any misbehavior before you issue a scolding, spanking or other punishment. Many times all the child needs is individual attention from you and just doesn't know how to go about getting it in the right way.

4. Respond genuinely to a child's moods and feelings without involving your own feelings. Help them over their fears, angers, or confusion without becoming fearful, angry, or confused yourself.

5. Criticism of personality and character gives one negative feelings about self.
   a. Do not attack personality attributes.
   b. Do not criticize character traits.
   c. Deal with the situation at hand.

   FOR EXAMPLE: Say, "Oh, oh, the milk spilled--get a cloth and let's clean it up."
   Never say, "Now look what you did, you clumsy so and so."

   (1) Describe what you see.
   (2) Describe what you feel.
   (3) Describe what needs to be done.
   (4) Do not attack the child.

   FOR EXAMPLE: "I see toys all over the floor and this upsets me. You/we will pick them up now."
   Never say, "All right you little brat, pick up your toys."

6. Positive, descriptive recognition or praise leads to a realist self-image. Describe the work, efforts, achievements, consideration, creation, etc., which give a realistic picture of the accomplishment and not the child.

   FOR EXAMPLE: "I think your painting is neat, tell me a story about it."
   Never say, "You paint beautifully, what is it?"

PROMOTING ACCEPTABLE BEHAVIOR - THOUGHT QUESTIONS

Name ______________________________

In each of the following babysitting situations, which reaction or technique would you use and why?

1. Children are throwing a ball into the street.
    a. Don't throw your ball into the street.
    b. Throw the ball this way.

2. Children are throwing sand at each other.
    a. Let's make sand castles instead of throwing sand.
    b. We keep the sand in the sand box around here.

3. Child kicks over another child's blocks.
    a. Stop being naughty, you spoiled Johnny's house.
    b. Jimmy, let's try hitting the pounding toy.

4. Picking up the toys.
    a. I can't see why you kids can't pick up your own toys instead of leaving it all out for me to do.
    b. Let's see if we can't figure out a way to get this done faster. If we weren't such a good team, we'd never get our work done.

5. Giving a choice.
    a. Would you like to play with the tricycle now? Jane is finished.
    b. Would you like to play with the tricycle or the wagon?

6. Bedtime problems.
    a. Come in Suzie and get ready for bed.
       "But last time you let me stay up until 10:00
       That was last time, it is different tonight, now hurry!
    b. Do you see what the clock says, Suzie?
       "It says almost bedtime, will you read me a story?"
       Yes, as soon as you are ready for bed.

7. Children are eating lunch.
    a. If you finish every bite on your plate, I'll give you the biggest piece of cake.
    b. When you finish your lunch, you may have some cake.

8. Children are doing something you do not approve of.
    a. I'll let you do anything you want to do, if you stop that this minute.
    b. Let's play Old Maid, puppets, or school.

9. The child just asked you where babies come from.
    a. the stork.
    b. give a detailed explanation.
    c. from a man and a woman who express their love for each other.

10. When babysitting for a child who becomes frightened, you
    a. tell him to stop acting like a baby.
    b. comfort him and get him interested in something he likes.
    c. tease him to humor him out of being frightened.

610 - 17c

11. The child insists upon calling his parents.
    a. Dial the public service and let the child listen.
    b. Explain how it is not possible to reach them by phone and tell him you'll give him a cookie if he stops crying.
    c. Explain why you can't call them. Get him interested in something he enjoys.

ANSWER KEY

1. b
2. a
3. b
4. b
5. b
6. b
7. b
8. b
9. c
10. b
11. c

I. Interactions of adolescents with children
   B. Influence of adolescents as models or examples to young children

COPING WITH JEALOUSY

Name ____________________________

1. Why are feelings of jealousy natural?

2. What causes feelings of jealousy in very early years?

3. Who were your most important rivals in your early years?

   Give an example of a particular situation and tell how you coped with the situation.

4. Describe how a young child feels when he is jealous.

   What are some of the ways he expresses jealousy?

   How can you help him cope with these feelings?

5. When attention and love are shared with understanding, the individual becomes more sure of his place in the family (or situation). One needs to feel valued even when he is not the center of attention. Choose one of these statements and write an example or a short story to explain its meaning.

6. Recall and write about a situation when a child has misbehaved just for attention.
   A. Identify the situation.
   B. Tell what happened.
   C. Indicate the feelings expressed by child and adolescent or adult.
   D. What happened or what could have been changed to create a positive attitude or a better image?

FEELINGS OF ANGER AND RESENTMENT

Name ______________________________

1. Feelings of anger and resentment can prevent growth of normal mental health if people cannot accept and cope with them. Give one reason why these feelings are so difficult to cope with.

2. Name three ways feelings can be expressed with awareness.

   A.

   B.

   C.

3. Name two ways to manage feelings and give an example for each.

   A.
   Ex.

   B.
   Ex.

610 - 20c

4. What does "channel anger constructively" mean?

5. Name the ways in which you release anger. If it is not constructive, tell how it should be changed for your benefit.

6. When a child strongly dislikes being told what to do, what has he failed to learn about authority?

7. What are the two big lessons all children need to learn about bossing and authority, in order to successfully get along with people?

I. Interactions of adolescents with children
B. Influence of adolescents as models or examples to young children

THOUGHT QUESTIONS

Name ______________________________

1. You are babysitting for three children, ages 1 1/2, 3, and 5. You are going to read them a story and they all begin fighting about who will sit beside you. How do you prevent feelings of jealousy among them?

2. You are babysitting for a 4 and a 6 year old. You have to make dinner for the family. Both stand in your way and ask questions. You put the 4 year old in a chair and give him a cracker. You scold the 6 year old and tell him he is old enough to behave and to get out of your way before an accident happens. On the way out of the room, he purposely punches the 4 year old. What should you have done to prevent these feelings of anger in the 6 year old?

3. You are babysitting for several children who decide to use the furniture as trampolines rather than to sit and watch t.v. What should you do?

4. After the parents leave, the 3 year old child comes up sobbing and hitting you, screaming, "I hate you, I hate you, get out of here." What should you do?

5. You are babysitting two 2 year olds on a sunny summer afternoon. They are playing with shovels and pails in the sandbox. One asks you to help him build a "big house" and you do. When you almost have it completed, the other one gets up and messes it all up. Both begin crying. What should you do?

6. The mother said a 3 1/2 year old and a 5 year old child could share a bottle of soda pop before bedtime. How can you teach them to help themselves without fighting about who is going to get the most?

7. At 2 years of age, a child is stubborn. You are trying to persuade the child to leave the t.v. knobs alone, but the child insists on playing with them. What should you do?

8. At 4 years of age, children become very boastful. Two 4 year olds are having a very heated argument about whose father is the "bravest, strongest, bestest daddy in the whole world." What shoul you do?

I. Interactions of adolescents with children
B. Influence of adolescents as models or examples to young children

CHILD DEVELOPMENT QUIZ

Name ______________________________

Circle T or F.

T F 1. Feelings of jealousy begin when one is unsure of his place with other people.
T F 2. Feelings of jealousy are NOT natural in young children.
T F 3. A child is jealous because he cares and wants to feel that the other person cares.
T F 4. Building up self-confidence helps a child cope with jealousy.
T F 5. An individual needs to feel valued even when he is not the center of attention.
T F 6. A child is naughty because he misbehaves.
T F 7. Angry children are unhappy children.
T F 8. Teasing a child is a way to help him understand uncomfortable feelings.
T F 9. At times, a quiet child will not join in play because he is afraid others may find out about the anger and hate inside him.
T F 10. When children feel hurt, they will solve the problem by saying, "I really don't care".
T F 11. A child will stop feeling jealous when he is scolded.
T F 12. Making a jealous child feel ashamed will stop this emotion in the child.
T F 13. Teasing creates angry, hurt, and jealous feelings.
T F 14. The first step in controlling our feelings is to recognize the fact that not all feelings can be managed.
T F 15. Feelings are not to be expressed through actions of any kind.
T F 16. When a child is angry at you, guide him by helping him put the anger into words so he can recognize the real reason for his anger.
T F 17. When you are in authority or the "boss", it is correct for you to tell a younger child, "No, you cannot, because you are too little (or too young)."
T F 18. The child who is unsure of himself needs encouragement to make decisions for himself.
T F 19. Having authority means you control the situation and can push other people around.
T F 20. Hitting, banging, or pounding an object such as a pillow is a better way of releasing angry feelings than having a temper tantrum.

Circle T for the positive suggestions that will help a child sort out his feelings and circle F for the negative ones.

T F 21. You are too little (or too young) to do that...
T F 22. You are upset about the way you are treated...
T F 23. It is wrong and you are very bad to say that...
T F 24. You are a nasty child to say that and I hope you die for it...
T F 25. You are angry with me. Perhaps we can do something you want...

Circle the letter of the answer that best completes each statement.

26. Five year old Suzy is angry at you and says, "I hate you, you are mean." To help her understand her feelings, you reply,
A. "I know that is the way you feel, but I guess you didn't like what I did."
B. "I know that is the way you feel, but you are very bad to say such a thing."
C. "I hate you too. How do you like that? Does it make you feel any better?"

27. Tanya, the child you are babysitting for, refuses to go to bed. The best thing for you to do is to tell her in a firm voice,
    A. "Stop being a naughty girl and go to sleep or your mother will spank you when she gets home."
    B. "Stop being naughty, go to sleep, and you may have a treat later on."
    C. Tell her it is bedtime; give her a drink; have her go potty; tell her a story; leave the room and do not let her get up.

28. When Steve's parents leave the house to go out for the night, Steve starts fussing to go with them. You
    A. begin playing with him immediately to divert his attention and get his mind off his parents leaving.
    B. tell him they won't be gone long, and if he starts crying, scold him.
    C. let his mother handle him until he quiets down.

29. Little Joyce plays hard and scatters toys all over the house. You know they have to be picked up before the parents come home. You
    A. tell Joyce to pick up the toys immediately because her mom will get mad at her if she leaves the toys scattered.
    B. make a game of picking up the toys and YOU help Joyce put everything away.
    C. pick up the toys yourself to save a possible scene, some crying, or even a fight.

30. You are babysitting for 5 year old Johnny and 4 year old Nancy. Johnny has been afraid to express feelings in the past because he did not want others to know he had bad feelings. One day he was fighting with Nancy and was trying to take her Mini Wheeler away from her. Your reaction is, "No, Johnny, Nancy is using the Mini Wheeler...
    A. You are very naughty to fight with others, now go to your room if you cannot behave."
    B. She is your younger sister, and you should learn how to share your toys. I am ashamed of you."
    C. I understand this makes you angry, but you may have it later."

31. Six year old Margaret is angry with her 3 year old brother, Chris. Margaret says, "I just can't stand you any more, I wish you were dead." Help Margaret sort out her feelings the best way by saying,
    A. "Margaret, you have to learn to grow up a little more and understand that your brother needs more attention."
    B. "Margaret, you are upset with Chris right now. Let's play your favorite card game for awhile."
    C. "I'll punish you if you ever say anything like that again."

32. The babysitter's primary job is to
    A. help the children accept the absence of his parents without worry.
    B. improve the child's behavior.
    C. exercise strict authority over the child to make him mind.

33. When a child becomes annoyed with restrictions and says he hates you,
    A. tell him you love him anyway and that it is normal for children.
    B. tell him he should be ashamed to hate, for it is very wrong.
    C. smack him a good one for being such a rude child.

34. When a child has trouble getting along with other children, you
    A. remove him from the situation because other children are unkind.
    B. try to discover and treat the causes of the difficulty.
    C. tell him to learn how to stick up for his rights.

CHILD DEVELOPMENT QUIZ, continued

35. When a child has difficulty getting to sleep, you
    A. leave a light on in the hall and let him take his favorite "safe" toy to bed.
    B. insist that he go to sleep and stop being a crybaby.
    C. let him play in bed with any toys that he desires until he falls asleep.

36. When a 3 year old hits his baby sister, you
    A. let his sister hit him back so she learns to stand up for her own rights.
    B. tell him it is wrong and make him promise never to do it again.
    C. help him understand his feelings and do something special for him.

37. What do you do to keep Jimmy playing contentedly in the yard without running away?
    A. Spank him every time he runs away so that fear would restrain him.
    B. Promise him an ice cream cone when he stays in the yard.
    C. Create a desire in Jimmy to want to stay in the yard and play.

38. When a 5 year old takes something that does not belong to him, you
    A. punish him by depriving him of something he enjoys.
    B. explain that stealing is wrong and then concentrate on doing things with him that he enjoys.
    C. explain to him that he is old enough to realize that stealing is a crime and should be punished by a whipping.

39.-40. A child has just knocked over the glass of water color paint mixture. Identify two parts of the positive self-concept idea as related to this situation.

41.-42. The child has just drawn a picture for you and you do not have any idea what it is. React, again using the positive self-concept idea.

ANSWER KEY

1.	T	21.	F
2.	F	22.	T
3.	T	23.	F
4.	T	24.	F
5.	T	25.	T
6.	F		
7.	T	26.	A
8.	F	27.	C
9.	T	28.	A
10.	F	29.	B
11.	F	30.	C
12.	F	31.	B
13.	T	32.	A
14.	T	33.	A
15.	F	34.	B
16.	T	35.	A
17.	F	36.	C
18.	T	37.	C
19.	F	38.	B
20.	T		

39.-40.
41.-42.

I. Interactions of adolescents with children
    C. Importance of accepting children as unique individuals

COMMON AGE CHARACTERISTICS OF CHILDREN

Behavior goes well for children during the periods of 1, 2, 3, 4, and 5 years. Behavior seems to be unbalanced for children during the uneven or half year periods of 1½, 2½, 3½, 4½, and 5½.

Age 1:
- Says a few words -- as Dada and Mama
- Beginning of toilet training
- Instant wants
- All "take" and little "give" stage

Age 1½:
- Vocabulary up to ten or more words but need to be handled physically more than through words
- Wants what he wants "Now!"
- Common use of "No"

Age 2:
- Can be handled verbally rather than physically
- Three-word sentences
- Stories are realistic, factual, and laid close to home
- Obeys easily
- Engages in solitary or parallel play
- Loves attention
- Intense emotions but of short duration

Age 2½:
- Language useful tool for children
- May verbally boss family members around
- Ritualistic -- likes to hear same story over and over
- "Me do it myself" stage
- Opposite extremes
- Wants both of any possible alternatives

Age 3:
- Lovable and very agreeable
- Interested in other people
- Imaginative
- Wants to relive babyhood
- Uses language fluently and with confidence
- May listen to reason
- Interest in listening to stories
- Uses words to control and can be controlled by words
- Stories of violence

Age 3½:
- Uncertain and badly coordinated in motor ways -- stutter and stumble
- Emotionally insecure
- Demands much attention
- Stories of violence

610 - 25c

Age 4:

Out-of-bounds verbally
Talks a great deal, boasts, exaggerates, tells tall tales, and talks to and about imaginary companions
Much questioning -- "Why?" "How?"
Use of nonsense words and silly language
Resists authority (parents)

Age 5:

Talks constantly, many new words, many questions
Tells stories he already knows -- but still the theme of violence
Obeys easily
Very friendly and helpful

Age 6:

Self-centered, wants most of everything
Violent and contradictory emotions, very aggressive, resists commands
Uses language aggressively -- calls names, threatens, contradicts, argues, and uses slang or mild profanity
Ability to distinguish fantasy and reality
May stutter

Age 7:

Feels sorry for himself -- nobody likes him, treated unfairly, nobody to play with -- resentful and unhappy
Uses language complainingly and withdraws
Much interest in magic, tricks, and riddles

Age 8:

Need for a real relationship -- demands much attention
Sensitive to parent's approval and disapproval
Independent, critical thinking
Language used as a tool

REMEMBER: Each child goes through these developing stages at his own rate and in his own way.

Each child is an individual and his emotional state depends on three major things;

a) his basic personality
b) his age
c) the environment (situation) he finds himself in

I. Interactions of adolescents with children
C. Importance of accepting children as unique individuals

GROWTH PATTERNS OF CHILDREN QUIZ

Place the letter of the age group in Column II in the blank to the left of the description it most accurately describes in Column I.

Column I

_____ 1. Attempts to use swear words picked up from others, brags a lot and can become stubborn.

_____ 2. Moods change very fast and these children need a great deal of reassurance and individual attention.

_____ 3. Children of this age are very fun loving and sociable. They identify with and try to copy things babysitters and older people do.

_____ 4. Children in this age group are great imitators and create imaginary characters that are actually very real to them.

_____ 5. Need constant supervision and want their needs met immediately.

Column II

A. 1 year olds
B. 2 year olds
C. 3 year olds
D. 4 year olds
E. 5 year olds

610 - 27c

Circle T or F.

T F 6. An 18-24 month old child likes to fill a container with small objects, dump it out, then refill it.
T F 7. A babysitter should not be expected to feed a 2 year old as he is capable of feeding himself.
T F 8. A 3 year old needs rest. The babysitter should force him to take a nap after lunch.
T F 9. A good babysitter insists that 4 year olds play with toys made for their particular sex. Boys play with trucks and cars and girls play with dolls and dishes.
T F 10. A babysitter can expect a 5 year old child to dress himself correctly except for tying his own shoes.
T F 11. Bathing pre-school children of both sexes together offers them a healthy way to observe sex differences.
T F 12. Shame a child out of a bad habit of which you disapprove.
T F 13. Discourage pre-school children from learning how to count, recite the alphabet, and print because they might learn the wrong way and have difficulty in school.
T F 14. Rhythm and music are helpful to a child's development.
T F 15. When you babysit, be strict with the child and stress the importance of eating everything on his plate before he may have dessert or go to play.
T F 16. A good babysitter helps a child make decisions by offering him a choice of two or three foods.
T F 17. A young child throws things off his high chair or out of his play pen to make the babysitter angry.
T F 18. Children under 2 1/2 play side by side, but cannot play together.
T F 19. Five year old children are not capable of understanding reasons. Quick punishment will give the best results to a child's misbehavior.
T F 20. All children grow and develop at the same rate.

ANSWER KEY

1. D
2. B
3. E
4. C
5. A
6. T
7. F
8. F
9. F
10. T
11. T
12. F
13. F
14. T
15. F
16. T
17. F
18. T
19. F
20. F

VALUES OF CHILD'S PLAY

"They are just playing!" - This is a statement illustrating that grown-ups often underestimate children's play. But to children, playing is the most serious thing in the world. Playing is a way the children are learning, experimenting and finding out about the world. Play does far more good than keeping children amused, out of mischief, or out of the way. Some value of children's play are:

-- Helps children understand activities around them
-- Helps develop personality traits
-- Develops physical abilities
-- Gives opportunity to find out about physical environment
-- For expressing feelings and thoughts
-- Develops a sense of ownership and property rights
-- Develops joy in creative ability
-- Gives practice in problem solving

TYPES OF PLAY EQUIPMENT

Be sure to select play equipment that meets the child's needs and that fits his development at any given stage. Day and night a child is growing. He is developing different abilities, skills increase, and interests broaden. Play which at first was largely individual becomes more and more social.

Children need a variety of toys -- but some children have too many playthings. Variety in type is more important than quantity. Materials from each of the following four groups will satisfy a child's growing interests.

610 - 28c

1. Active, physical play - balls, tricycles, gym equipment and wagons. Aids in physical development.

2. Constructive, creative play - blocks, construction toys, clay, drawing and painting equipment are typical aids to this type of play. They give children opportunity for expressing ideas.

3. Imitative, dramatic play - dolls, housekeeping equipment, farms and farm equipment, animals, trains, filling stations, and dress up costumes are typical toys. The child learns to understand the world around him through imitating and dramatizing adult activities.

4. Social play - doll equipment, blocks, a teeter, or a wagon are more usable and more fun when two children play together. By sharing play activities, children learn the traits of fair play and good sportsmanship, how to get along with each other, and how to think quickly and accurately.

Toys and play equipment need not be expensive or purchased -- children like homemade toys, too. In fact, a young child often prefers his mother's pots and pans, canned goods or some scraps of clothing to toys purchased for him.

SELECTING PLAY MATERIALS

You should provide the best equipment for your children, because toys are an important element in helping development of their coordination. Money is important so be sure to select your toys according to value. When choosing your toys, ask yourself these questions:

- Are they strong, durable, safe, sanitary, and attractive?
- Are they easy to keep clean?
- Are they simple in construction -- not too large, too small, too heavy or too difficult to handle?
- Can they be used in a variety of ways?
- Can the child manage them himself?
- Are they suited to the child's state of development?
- Do they offer variety for his needs, fit the child's playing alone and group activity, make-believe, encourage quiet play or vigorous body actions, include experiences with nature, pets, gardening, water, sand?
- Are they suitable for the play space and storage?
- Do they require adult supervision?

AGE IS IMPORTANT

There are general suggestions for selecting toys for different age groups. It is best to know the particular child for which you are buying the toys. If that is not possible, some toys are usable for several years: dolls, cars, wagons, blocks, and outdoor equipment are examples.

HERE ARE SOME SUGGESTIONS OF TOYS FOR A 1 - 2 YEAR OLD:

- Nest of blocks
- Blocks to pile up and knock over
- Ball
- Picture book of animals and children
- Pounding sets
- Push and pull toys
- Stuffed animals
- Beads to string
- Small wagon

CARE OF TOYS

One thing a child learns as he plays is that he must take care of his play materials. This helps him acquire habits of neatness, self-reliance and responsibility. This training should begin quite early because it is easier to establish good habits from the beginning than to correct bad ones.

Here are a few ways to help children learn to care for their toys:

1. Remember that the younger the child is, the more help he needs in putting his toys away.
2. The child needs time to put his toys away.
3. Provide a convenient place for storage.
4. It is better that young children don't have too many things to play with at one time.

TOYS, continued

5. Encourage children to put one thing away before getting another one out, unless it can be used in the same activity.
6. If the toy is being misused, you may take it from him. As soon as the child shows that he will use it properly, return it.

GUIDING CHILDREN'S PLAY

The amount of guidance in play depends on a number of things -- but mostly the child's age. Very young children need someone fairly close, most of the time.

Every child should spend some time with another child. Although he learns a great deal from this, sharing and cooperation don't come right away. The child first plays along side of other children, not actually with them. So if children are under 3 years old, they need toys alike -- if they are to play happily.

If difficulties arise, you may stop the activity, redirect it, or let the children work it out themselves. The method used depends on the ages of the children. Older children can often work out their own problems in playing and learn by doing it.

A FEW FINAL HINTS

Play and play materials are very important aids in growing up. The key to children's play is providing what they need when they need it. For the best development of personality, children should have an opportunity to experiment with many different activities.

610 - 30c

WHEN YOU BUY A TOY, ASK YOURSELF THESE QUESTIONS:

WHAT WILL THIS TOY DO FOR THE CHILD?

WHY SHOULD HE BE INTERESTED IN IT?

HOW LONG WILL HE BE INTERESTED IN IT?

VALUES OF PLAY

Name ______________________________

Play to a child is his work and his life, as well as being fun. Play helps a child develop in all phases: physically, intellectually, emotionally, and socially. Below is a list of some of the values of play to a child:

Helps him explore, experience, and understand the world around him.
Helps him develop creativity, imagination, coordination, skills, a sense of timing, ability to get along well with others, personality traits, manners, and politeness.
Helps them to learn respect for property, responsibility, right from wrong, how to solve problems, follow examples through imitations.

Compose a Story of the Following:

1. Name, age, and sex of a child.
2. Name and detailed description of a toy the child likes.
3. Describe how the child plays with the toy.
4. Identify the values of that toy or method of play for that child.
5. Read the story to the child and record his verbal and emotional reactions (what he says, how he says it, and facial expressions).

610 - 31c

I. Interactions of adolescents with children
   D. Importance of cooperation in work and play

Stories on VALUES OF PLAY

JENNY

Jenny is my friend. Today is her birthday. She is now two years old, and a "big girl". Jenny's favorite toy is one she got for Christmas. It is a stuffed owl, about one foot high. His name is Newton and he has a large yellow beak along with two yellow feet, and even a yellow tail. His body is mostly a dark brown, but he has snow white fur where his feathers are supposed to be. Newton also has two wings protruding from each side of his body.

Newton is very good for and helps Jenny is many ways. Jenny can sit for hours reciting her ABC's to him and at the same time trying to "teach" him how to recite them. Jenny also plays a little game with him by throwing him on the ground, running up to him afterwards saying, "Newton fall down? Poor Newton." Then she picks him up and hugs his soft body as hard as she can and says, "Jenny loves Newton." This helps Jenny develop compassion for others. Jenny loves to take Newton out flying; she flaps his wings, throws him across the room and says, "Hoot, Hoot." This helps Jenny develop large muscle control, eye-hand coordination, a sense of imagination, as well as experiment with various sounds and actions of animals.

When I read this story to Jenny, she giggled every time I mentioned the name of Newton. Then she ran to Newton, gave him a big hug and kiss, and said, "Jenny loves Newton, does Barb love Newton?" I answered her by saying, "Yes", which placed a big smile on her face.

"BIG JIM"

Ricky, a four year old boy I babysit for a lot has many toys but seems to like "Big Jim" the best. "Big Jim" is a camper about the size of a shoebox made out of tough plastic. The camper is dark brown with other colors that attract Ricky's attention. It has a driver's compartment in the front. Camping equipment, fishing rods, a boat, a campfire, a stool, and "Big Jim" all came with the camper. Each of these parts are just small enough for Ricky to handle easy.

Ricky plays with the toy by pretending he is the person camping, going fishing, building a fire, sleeping under the open sky, living with the animals of nature. Once in awhile he uses the camper as a truck or to store some of his small cars in as a garage.

This toy helps Ricky to concentrate, it is interesting and fun so he develops a longer attention span, he explores, imagines exciting things, discovers things about the environments around him, expresses feelings, shows respect and property rights by taking care of his own "Big Jim".

When I read him this story, he said, "Is that me?" and he started to laugh. He said, "You are talking about my camper and me!"

LISA'S BALL

Hi! I am a bright red, white and blue ball which makes it very easy for little children to find me. I belong to Lisa, my five year old owner. She likes to play with me a lot both indoors and outside. I am just flexible enough to bounce good. Lisa kicks me which helps develop her leg muscles; she also throws me which helps her to develop those big muscles in her arms. When she hits the target, she also develops eye-hand coordination. Her mother has a big bucket and Lisa tries to throw me into the bucket. Her sense of timing develops when she tries to make me bounce many times without stopping. When other children come over to play, I help Lisa develop her social play.

When I read this to Lisa, she held up her red, white and blue ball with pride and said she was real happy to have a story written about her.

I. Interactions of adolescents with children
D. Importance of cooperation in work and play

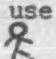
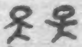
"VALUABLE" TOYS ADOLESCENTS CAN MAKE FOR CHILDREN

ASSIGNMENT:

Make an educational toy for a child. The toy should have many values. The more ways a child can play with it, the more valuable it is. Make sure your choice of toy is challenging to you.

Look in magazines, watch children as they play, check out young children's books in libraries and see what kinds of original and creative things you can come up with.

BOOKS:

1) ABC books in both upper case and lower case, preferably out of cloth for long durable use
2) number books, i.e., 1) one,  2) two, 
3) animal books from A-Z illustrating the background of where they live, what they eat, habits, etc.
4) specific subject books of interest to broaden a concept or idea for the child, i.e., transportation - how people get from one place to another - feet, ice skates, roller skates, skis, bike, car, bus, train, airplane, jet, snowmobile, motorcycle, etc.
5) personal book, using plain fabric "pages" sewn together evenly - have the child color each page with something of interest to him - use heavy paper and press with hot iron to melt the designs into the fabric permanently
6) book of games - names along with rules and examples of games for children to play with a few people and with groups of children

PUZZLES:

1) paste large pictures on heavy cardboard - cut into large pieces, i.e.. people puzzle, each part of the body is a separate piece, cars, animals or other interesting things for the child
2) use fabric scraps and cut out a picture scene, i.e., pieces to make a tree trunk, branches, house; have the child creatively use the materials supplied
3) use geometric shapes - 1) cut squares, circles, triangles, stars, ovals, rectangles, trapezoids, etc. into pieces - put them back together 2) cut shapes out to be replaced in frame

SORTING GAMES: collect 6-8 items of various sizes, shapes, colors, etc. and mix together for the child to sort

SEWING CARDS: use heavy cardboard and a paper punch - create designs to be laced or "sewn" with yarn, string, ribbons, thread, or combination of these

PUPPETS: create a series of puppets the child can play with alone or with others, i.e., story book character, child's family members, finger puppets

RHYTHM BAND INSTRUMENTS:

1) make drums from coffee cans with plastic lids
2) make tambourines by fastening paper plates together and attaching bells and bottle caps

"VALUABLE" TOYS ADOLESCENTS CAN MAKE FOR CHILDREN, continued

3) make symbols by using a triangle or horseshoe and a spoon or other metal piece
4) make wooden blocks to clap and sandpaper blocks to slide
5) guitars by attaching rubber bands to a box

FASTENERS OR DRESSING SELF HELPS: make busy dolls or busy books that include durably sewn snaps, hooks, eyes, ties, bows, buttons, and separating zippers

GAMES: use imagination to create ring toss, checkerboards, bean bag toss, own version of any commercial game

PUSH-PULL TOYS: make from boxes, pieces of wood, spools, yarn, can tops, string, straws, any other household equipment

POUNDING TOYS: use pieces of wood and manufacture own version of a tool box, peg board

EYE-HAND COORDINATION: make string-button spinners, ball bouncing rhythm games, string necklaces

MOBILES: assemble safe, colorful objects or materials and have the child help you make a mobile

FLASHCARDS: make sets of six particular ideas the child likes and needs more exposure to, i.e., numbers, alphabets, animals, birds, fish and flowers

FINGER GAMES: assemble a listing of games you can teach the child - show them the actions and teach them the verses

STUFFED ANIMALS: "valuable" to children under a year for cuddling and source of security

EDUCATIONAL TOY PROJECT RATING

Name ______________________________

Creative, original and challenging project	10
Durable construction and workmanship	10
Appropriate for age level of child	10
Educational - degree of learning experience	10
Values identified and "how the child can play with the toy" summary written and completed by the student	10

____

TOTAL ____

GRADE ____

I. Interactions of adolescents with children
D. Importance of cooperation in work and play

CREATIVE MEDIA

Play Dough

3/4 cup water
1/4 cup salt
1 1/2 teaspoon oil
1 t alum
1 cup flour
Food Coloring

Add salt to water and bring to full boil. Cool slightly. Stir in oil, alum and food coloring. Mix flour - knead.

Homemade Paste

1 1/2 cups flour
1/4 cup water

Mix together. Store tightly covered.

Dry Chalk

Old wallpaper book may serve as paper. Paper towels may be used. Meat trays also may be bought from the grocer. Pour on buttermilk and spread thin before coloring with chalk. This gives a "gooey" feeling and a vivid color. Vinegar may be spread over the paper before using chalk for a similar effect. For a real experience, give the child an egg to break into his paper meat tray. There is much to see, feel, and talk about before coloring.

Collages

Use scraps of paper, fabrics, egg shells, pebbles, cereals, macaroni, etc. Use the homemade paste and have the child make his own texture collage.

Cornstarch Finger Paint

4 t cornstarch
2 cups water

Mix together until smooth. Cook until clear and consistency of thick pudding. Add food coloring. Use glossy shelf paper to paint on.

Soap Bubbles

Fill a small plastic container with soap flakes and water. Add a drop of oil. Use straws to blow bubbles.

Play Dough

1 cup salt
1 1/2 cup flour
1/2 cup water
2 t oil

Mix together thoroughly. Add food coloring to portions. Keep tightly covered.

Soap Flake Paint

Beat soap flakes with a little water to make stiff peaks. Add food coloring and paint. For variety, add crayon chips and mix in while "painting".

610 - 35c

Paint "Brushes"

Q-Tips as brushes.
Cook potato, carrot or other porus substances as "prints".

Hand Sculpture

1 cup Argo cornstarch
1/2 cup cold water
2 cups table salt
2/3 cup water

Mix salt and 2/3 cup water in saucepan; Place over low heat, stirring constantly 2 or 4 minutes until mixture is heated. Remove pan from heat. Immediately mix cornstarch and 1/2 cup cold water and add at once to hot walt-water mixture. Stir quickly. The mixture should thicken to about the consistency of stiff dough. If mixture does not thicken, place pan over low heat again and stir about 1 min. or until mixture starts to thicken. Turn out on work surface and knead as you would dough. Use base immediately or store in a tightly closed container. Makes 1 3/4 lb. Recipe may be doubled if directions above are followed with one exception. Keep saucepan over heat when the cornstarch and water are added to the hot salt and water mixture. How to color: use food coloring or tempera paint. Add to salt-water mixture in amount desired.

FINGER PLAY FAVORITES FOR CHILDREN

Teensy Weensy Spider

A teensy weensy spider
Climbed up the water spout
Down came the rain and
  washed the spider out.
Out came the sun
And dried out all the rain
And the teensy weensy spider
Climbed up the spout again.

Tea Pot

I'm a little tea pot, short and stout
Here is my hand and
Here is my spout
When I get all steamed up
Then I shout
"Tip me over and pour me out"

Ten Little Indians

1 little, 2 little, 3 little Indians,
4 little, 5 little, 6 little Indians,
7 little, 8 little, 9 little Indians,
10 little Indian boys.

(count backwards and repeat)

Baby Bumble Bee

(Everybody catch a bumble bee...here he comes...Bzzzzz...caught him, cup hands and swing them back and forth.)

I'm bringing home a baby bumble bee
Won't my mommy be so proud of me
I'm bring home a baby bumble bee
Bzzzzzzzzzzzzzzzzzzzzzzzzzzzzzz
Ow! He stung me (open hands and let go)

I'm squishing up a baby bumble bee
Won't my mommy be so proud of me
I'm squishing up a baby bumble bee
Ohhhhhh, I'm all messy (show hands)

I'm licking up a baby bumble bee
Won't my mommy be so proud of me
I'm licking up a baby bumble bee
(lick it off your hands)
Ohhhhhhhhh I don't feel so good.

I'm throwing up a baby bumble bee
Won't my mommy be so proud of me
I'm throwing up a baby bumble bee
(rub tummy in circular motion)
AAhhhhhh I feel much better now!

Open-Shut Them

Open-shut them, open-shut them
Give a little clap
Open-shut them
Lay them in your lap.

Creep them, creep them
Right up to your chin
Open wide your little mouth
But do not let them in.

Gramma's Glasses

Here are Gramma's glasses
Here is Gramma's hat
This is the way she folds her hands
And lays them in her lap.

Here are Grandpa's glasses
Here is Grandpa's hat
This is the way he folds his arms
And lays them in his lap.

My Hands Upon My Head

My hands upon my head I place
On my shoulders, on my face
At my waist and by my side
And then behind me they will hide
And then I raise them way up high
And let my fingers swiftly fly
And then I clap them, 1 2 3
And see how quiet they can be.

Smile

I have something in my pocket that
  belongs across my face
I keep it very close at hand
  in a most convenient place
I'll bet you couldn't guess it
  if you guessed a long, long while
So I'll take it out and put it on
It's a great big, happy smile.

Flopsy Flora and Wooden William

I'm just like Flopsy Flora
My doll that's made of rags
My arms go flop, my feet go plop
My head just wigs and wags.

I am just like Wooden William
Who stands up straight and tall
My arms and legs are wooden
They just don't move at all.

FINGER PLAY FAVORITES FOR CHILDREN, continued

Mulberry Bush

Here we go 'round the mulberry bush,
  the mulberry bush, the mulberry bush
Here we go 'round the mulberry bush
  so early in the morning.

This is the way we wash our clothes,
  wash our clothes, wash our clothes
This is the way we wash our clothes
  so early Monday morning.

  Tuesday - hang our clothes
  Wednesday - iron our clothes
  Thursday - fold our clothes
  Friday - put 'em away

Rags

I have a dog, his name is Rags
He eats so much, his tummy sags
His ears flip flop
His tail wig wags
And when he walks, he goes zig zag

Flip flop, wiggle waggle, zig zag
Flip flop, wiggle waggle, zig zag

A Rabbit

I wish I were a rabbit
I'd know what to do
I'd go like this
Hop-hop, hop-hop
And that's what I'd do.

(make up your own verse with
anything you'd like to be and
do.)

Where Is Thumbkin?

Where is Thumbkin?
Where is Thumbkin?
Here I am, Here I am
How are you this morning?
Very well I thank you,
Run away, run away.

Repeat using the following:
    Pointer
    Middleman
    Ringman
    Pinky

The Firemen

Ten brave firemen
Sleeping in a row
Ding goes the bell
Down the pole they go
Jumping on the engine, OH! OH!
Putting out the fire
Back home so slowww
Back to bed again
All in a row.

Little Turtle

There was a little turtle
Who lived in a box
He swam in a puddle
He climbed on the rocks
He snapped at a mosquito
He snapped at a flea
He snapped at a minnow and
He snapped at me.
He caught the mosquito
He caught the flea
He caught the minnow
But he didn't catch me!

Pease Porridge Hot

Pease porridge hot
Pease porridge cold
Pease porridge in the pot
Nine days old.

Some like it hot
Some like it cold
Some like in the pot
Nine days old.

Fly Away (tune of row your boat)

Fly, fly, fly away
Happy as can be
Fly, fly, fly away
And then fly back to me.

Auto

Auto Auto, may I have a ride?
  (make fist, thumbs up, one thumb moves
  as if talking to other)
Yes, sir, yes, sir, step right inside.
  (other thumb talks)
Pour in the water,
  (move first thumb like pouring water)
Turn on the gas
  (move other thumb and index finger to
  turn switch)
CHUG AWAY, CHUG AWAY, But do not go too fast.

610 - 37c

I. Interactions of adolescents with children
    D. Importance of cooperation in work and play

ART ACTIVITIES TO USE WITH CHILDREN

Self Portraits:

Use large rolls of paper. Have the child lie down on the paper and trace his body outline. Help the child make his own facial features, clothes, and identify body parts. Encourage the child to color himself.

Texture Collages:

Gather various materials for the child to use and identify textures. Suggestions for collage are sandpaper - rough, cotton ball - soft, vinyl - smooth, velvet - dense, tape - sticky, sponge - absorbent or porus, acetate or nylon - silky, foam rubber - spongy, etc.

Geometric Collages:

Cut various geometric shapes out of brightly colored paper and have children arrange and paste them onto a larger sheet. Use circles, squares, triangles, rectangles, stars, ovals, trapezoids, etc.

Murals:

Provide a collection of the following items from which a child may choose to create his own picture, collage, or mural: odd sized brightly colored buttons, various shaped macaroni products, small pebbles, stones or sea shells, colored paper punch "holes", etc.

Make a Face:

Use paper plates and cut holes in for the eyes. Punch a hole on both sides and fasten a rubber band to allow the "face" to be worn as a mask. Help the child decorate the face by using colored paper cut in many ways; triangles for eyes, brows, folded accordian strip for nose, fringed strip for eye lashes, big square for hat, etc.

Sew a Picture:

Use heavy cardboard and punch holes to create a design, picture, or a "something". Use brightly colored yarn and help the child lace or sew his own creation.

Paper Puppets:

Use small paper bags (lunch sack type) and make miniature people. Yarn may be used for hair, buttons for eyes, fabric samples for clothes, felt pieces for other body parts or you may wish to color the puppet instead.

Egg Carton Pipe Cleaner Man:

Cut the egg shapes out of styrofoam egg cartons, punch small holes in the center of each one. Use brightly colored foot long pipe cleaners and create miniature people using various sizes and colors of the egg carton shapes.

ART ACTIVITIES TO USE WITH CHILDREN, continued

Paper Plate Tambourines:

Staple two paper plates together. Have children paint, color, or decorate them any way they wish. Use string or yarn and tie jingles around the edge. May use pop bottle tops with holes punched in the center or baby food jar lids, etc., that are smooth and safe.

Connect the Dots:

Have the child make eight dots on a piece of paper. Help him connect the dots with a series of straight lines. Color each shape a different color and label the colors. Or have the child make a picture from the dots.

Marshmallow Snowman:

Use marshmallows for the large body parts of a snowman. Connect them together with pretzels. Use chocolate chips for the eyes and buttons, use red hots for the nose. You may have to use a round toothpick to make holes before injecting each item into the body.

Print Paint Pictures:

Use a washable color paint mixture, various shaped pieces of wet sponge, potato pieces, and string as paint brushes. Have the children create their own pictures by encouraging them to try each type of "paint brush".

610 - 39c

I. Interactions of adolescents with children
   D. Importance of cooperation in work and play

"CHILDREN'S HOUR" EVALUATION

Name ______________________________

1. Name of child you observed during "Children's Hour" _________________________

   Age ________ Sex ________

2. What were some of the child's first comments or questions during the "children's hour" activities?

3. How did you (or the student sponsor) answer or react to the comments and questions of the child?

4. Use descriptive words and phrases to illustrate how the child participated in each of the following activities:

   A. Large group activity -

   B. Art activity -

   C. Finger plays -

   D. Entertainment (puppet show, play, or story time) -

   E. Snack time -

610 - 40c

5. Which activity seemed to be easy and fun for the child to do?

6. State one reason why you feel this activity was easy for the child?

7. Which activity did the child need special help in doing or extra encouragement from the "sponsor"?

8. State one reason why you feel the child needed help.

9. Select one other example of "typical" behavior you noticed from another child in the same age group.

10. Identify one thing you could have done to make this "children's hour" experience more meaningful to the child (and/or to yourself).

I. Interactions of adolescents with children
   D. Importance of cooperation in work and play

CHILD DEVELOPMENT TEST

Name ________________________________

Place the correct letter from Column II in the blank to the left of the description in Column I.

	Column I	Column II
_____	1. Very curious, puts 2-3 words together, says, "no" to everything.	A. Newborn
_____	2. Quite independent, learning responsibility, numbers, and alphabet.	B. 3 Months
_____	3. Eyes begin to focus, follows sounds, reaches for things.	C. 6 Months
_____	4. Changes emotions very fast, brags a great deal.	D. 9 Months
_____	5. Very cooperative, great imagination, imitates others.	E. 1 Year
_____	6. Begins to crawl, is afraid of strangers, understands, "no, no".	F. Toddler
_____	7. Sleeps 22 out of 24 hours, eyes can't focus, completely dependent.	G. Pre-schooler - 3 years
_____	8. Begins to walk, is very messy, says about 10 words.	H. Pre-schooler - 4 years
_____	9. Smiles a lot, recognizes family members, laughs out loud.	I. Pre-schooler - 5 years

610 - 41c

Cirle T or F.

T F 10. Lock all doors and close drapes in the home in which you are babysitting.
T F 11. Know where your employer is going and get the phone number of where they will be.
T F 12. Plastic bags, old medicine bottles, and long strings are good household items to give a young child to play with when he tires of his own toys.
T F 13. Young children like stories and songs that rhyme.
T F 14. Popcorn and peanuts are good snacks to give to children under 4 years of age.
T F 15. When you get a phone call while babysitting, tell the caller you are a sitter and take the message.
T F 16. A made-up game like going camping under a tent (blanket draped over a chair) is more fun than watching t.v. or playing with the child's everyday toys.
T F 17. Puppets are toys that also help the child learn when he plays with them.

Circle T if the statement will cause the child to learn correct behavior and F if it will cause bad behavior concerning the following babysitting situations.

T F 18. "I don't like you when you hit your little brother."
T F 19. "As soon as you pick up your toys, we'll have that ice cream cone I promised you."
T F 20. "I'll leave you alone and won't come back if you don't behave."
T F 21. "You can't go out and play because your mom doesn't want you to get dirty, so be quiet and play with your toys."
T F 22. "I'm going to tell your mom you've been a naughty boy."
T F 23. "Come on, let's see how many toys we can put into the toy box. We'll take turns and I'll count."

CHILD DEVELOPMENT TEST, continued

Circle the correct answer to each statement or question.

24. Children learn how to behave when you
    A. scold them in front of their friends.
    B. praise and encourage good behavior rather than scold for bad behavior.
    C. threaten them with a spanking if they will not behave.

25. You are babysitting for a 4 and a 5 year old and they may divide a can of pop. The best way to teach them how to share without fighting is
    A. tell them one of them can pour it and the other one can have first choice.
    B. tell the older one he can divide it because he is older.
    C. tell them if they fight neither one can have any pop.

26. Two year old Jenny swallowed some poison. What is the best thing for the babysitter to do?
    A. Make Jenny throw up.
    B. Call the ambulance.
    C. Call the doctor and the parents immediately.

27. What is the best method to make 3 year old Sally go to bed when you babysit for her?
    A. Let her play her favorite game of leap frog before she goes to bed.
    B. Tell her 20 minutes before bedtime, then give her a drink, have her go potty, get her pajamas on, and read her favorite story.
    C. Let her play until she gets tired and falls asleep on the couch, then you can carry her to bed.

28. What do you do when babysitting 4 year old Tommy who asks continuous questions of why, who, what, where, and when?
    A. Be patient and tell him everything you know about the subject.
    B. Briefly, but accurately, answer every question he asks.
    C. Tell him part of the answers and encourage him to find the other answers himself.

610 - 42c

29. What is the best thing to do to 5 year old Suzie when she takes something from your purse that does not belong to her while you are babysitting for her?
    A. Explain what stealing is and tell her you are depending upon her to not steal again.
    B. Tell her it is wrong and make her promise to never steal again.
    C. Take a special privilege away from her.

30. What is the best way to make friends with 6 year old Timmy who does not seem to like you the first time you babysit for him?
    A. Offer him some gum.
    B. Tell him how big or how cute he is.
    C. Talk to him about his toys and the things he likes.

Circle the letter of the correct answer.

31. Three children are walking up a steeply inclined board and climbing onto the jungle gym. Three older children are playing in the sandbox nearby. You as a playground supervisor would stand
    ________ a. close to the children on the inclined board.
    ________ b. close to the sandbox.
    ________ c. half way between the two groups.

32. Some three year old children are playing together in the sandbox at nursery school. Jane, a shy, quiet child, stands for some time watching them. You, as a student helper

_______ a. ask Jane if she wants to play in the sand.
_______ b. put a spoon and truck near Jane.
_______ c. ask the children to invite Jane to play.

33. Three year old Jane, who has taken almost half of the available clay, starts to reach for some more. Several other children are using the clay. You, as a student helper say,

_______ a. "Aren't you going to let the other children have some of the clay?"
_______ b. "You must not take any more clay, Jane, the other children want to use it too."
_______ c. "Use the clay you have, Jane. The rest of the clay is for the other children to use."

34. Jane is playing in the housekeeping corner when she notices a teacher sitting nearby. She looks at the teacher a minute and then says, "I don't like you." The teacher replies,

_______ a. "Oh, I'm sure that you do. You like everyone in school."
_______ b. "I like you. Maybe you'll like me when you know me better."
_______ c. "You should not say that. It's not nice."

35. John is angry because there isn't time left for painting. He shouts at the teacher, "You old stinkpot." The teacher says,

_______ a. "I know how you feel. It makes you pretty cross not to be able to paint when you want to."
_______ b. "Let's talk about something pleasant, John."
_______ c. "You must not talk to people that way, John. They won't like you when you do that."

610 - 43c

36. Mary, who has a new brother at home, is at the table using crayons with several other children. She has ten crayons in her lap protecting them from the others. You, as a student helper

_______ a. make sure there are enough crayons for the other children.
_______ b. say, "It's selfish to take so many crayons, Mary. You'll have to leave the table if you can't share."
_______ c. say, "You need only to use one crayon at a time, Mary. Put the rest on the table. We share with all the children."

37. John is an active, aggressive three year old. For no apparent reason, he hits Jane as she walks past him on her way to the sandbox. Jane runs to the teacher crying, "John hit me. He's a naughty boy." The teacher says,

_______ a. "John, you must not hit children. We don't do that at nursery school."
_______ b. "That's too bad. I hope it didn't hurt much" and then adds, "Were you going to play in the sandbox?"
_______ c. "You can hit him when he does that. You need not come and tell me."

38. John takes a big bite of mashed potatoes, spilling some of it in his lap. Mother says,

_______ a. "Don't take such a big bite, John, and then you won't spill."
_______ b. "Take little bites, John. See what nice little bites your sister is taking."
_______ c. "Take little bites, John. Then it will all go in your mouth."

39. Bill, who is nearly four, comes in from his play outdoors, pulls off his hat and coat, drops them on the floor. His mother
_______ a. picks up his hat and coat, goes after Bill and gives them to him saying, "Your hat and coat were on the floor. They belong in the closet. Take them back and hang them up before you play."
_______ b. goes after Bill, saying, "Your hat and coat are on the floor. They need to be hung on the hook in the closet. Then you'll be ready to play." She returns with him while he picks up his wraps.
_______ c. picks up his hat and coat and hangs them in the closet for Bill realizing that he is already busy with play and might object to coming back to hang up his wraps.

40. You see four year old Bob hitting his playmate, Mary, because he wants the tricycle she is using and she won't give it to him. You stop Bob by saying
_______ a. "You are a naughty boy to hit like that. You go into the house and play until you can behave."
_______ b. "You should hit him right back, Mary. That will teach him not to act that way."
_______ c. "Mary is using the tricycle, Bob. You can tell her you want it when she is through. I'll help you find something else to do while you are waiting."

41. One rainy day Betty and her friend, Mary, are making pictures, using paste and scraps of colored paper. They put lots of paste on both sides of the scraps of paper and they rub their fingers over the paste. Betty's sister sees them and she
_______ a. says, "Do it this way. Just a little paste on one side, and try to keep your hands clean."
_______ b. smiles and says, "It's fun, isn't it?"
_______ c. says, "What a mess you've made. That's enough! You are just wasting the paste."

610 - 44c

42. Louise is helping pick up the toys scattered over the floor when she runs off to the other end of the room and starts playing. You say
_______ a. "Louise, if you'll come back and help, I'll tell you a story about what I saw this morning out the window."
_______ b. "Louise, when the toys are all picked up, [illegible]ll tell you a story."
_______ c. "Louise, pick up the toys immediately."

ANSWER KEY

1. F
2. I
3. B
4. H
5. G
6. D
7. A
8. E
9. C

10. T
11. T
12. F
13. T

14. F
15. F
16. T
17. T

18. F
19. T
20. F
21. F
22. F
23. T

24. B
25. A

26. C
27. B
28. B
29. A
30. C

31. a
32. b
33. c
34. b
35. a
36. a
37. b
38. c

39. b
40. c
41. b
42. b

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610 - 45c

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FOCUS ON TEEN-LIFE: CLOTHING AND HOUSING 615	9 1 sem
Open to boys and girls	

FOCUS ON TEEN-LIFE: CLOTHING

Students at the ninth grade level possess an acute awareness of clothes and an avid interest in sewing. These characteristics are recognized in the development of this unit.

A major objective is to help boys and girls gain a better understanding of themselves and to provide experiences for learning basic skills of dress. Emphasis is placed on developing good habits of clothing care, improving personal appearance through an understanding of dress design, increasing skills in clothing construction, increasing consumer competence and introducing job and career possibilities in the clothing field. Knowledge and ability in clothing construction techniques will be taken into consideration in the selection of a project by the student.

Conceptual Structure

FOCUS ON TEEN-LIFE: CLOTHING

I. Factors of clothing selection
  A. Influence of society on clothing selection
  B. Relationship of fads, fashion, and styles
  C. Relationship of ready-made garments to self-made garments
  D. Importance of wardrobe planning
  E. Elements of design in clothing
    1. Relationship of color to individual's figure and coloring
    2. Relationship of line to figure types
    3. Relationship of texture to figure types

II. Techniques of clothing care
  A. Techniques of clothing repair
  B. Role of textiles
  C. Role of fabrics
  D. Importance of hang tags and labels
  E. Role of laundering
  F. Types of dry cleaning services

III. Principles of garment construction
  A. Principles of pattern selection
  B. Types of appropriate fabrics and notions
  C. Role of equipment and sewing terms
  D. Techniques of sewing machine care
  E. Techniques of simple alterations
  F. Techniques of construction
    1. Techniques of preparation, layout, cutting, and marking of fabric
    2. Method of unit construction
    3. Techniques of enclosed seams
    4. Techniques of bias strips
    5. Techniques of thread chain carriers
    6. Techniques of simple collars
    7. Techniques of continuous lapped placket
    8. Techniques of set-in sleeves
    9. Techniques of machine buttonholes

IV. Types of careers related to clothing

Major Concept I Factors of clothing selection
Major Objective I Comprehends factors of clothing selection.

Concept A Influence of society on clothing selection
Objectives A Comprehends influence of society on clothing choices.
Alert to society's influence on clothing choices.

Performance Objectives
The student will
1. describe the importance of clothing in creating an impression.
2. explain the influence of age, personality, occupation and occasion on clothing choices.

Generalization: Society will continue to have a great influence upon the mode of dress.

Content	Learning Experiences	Evaluative Experiences
Clothing creates a first impression.	Discuss the importance of first impressions to gain an awareness of their importance.	Explain a personal experience to show the influence of a first impression. (What was the impression? Did the impression change when you got better acquainted?)
Clothing is important to the occasion.	Read references on clothing selection to gain information on how clothing relates to the occasion. Discuss. (Bibliography)	Compile a list of occasions. Beside each occasion identify type of suitable clothing for each.
Age groups differ in their ideas of dress.	Discuss mother's and teen's contrasting ideas of dress.	Explain a personal incident in which clothing produced a conflict. Discuss a solution.
Occupations require certain modes of dress.	View visual to become aware of the influence occupations have on type of clothing. (Bibliography)	List occupations which require certain dress and give reasons for the uniformity.
	Read references to better understand the relationship of industry to dress habits. (Bibliography)	

Content	Learning Experiences	Evaluative Experiences
Clothing expresses personality and reflects mental attitude.	Read references on clothing to understand the influence of personality on clothing habits. (Bibliography) View visuals on how clothing communicates. (Bibliography) Discuss effect of clothing on mental attitude.	Describe a TV or movie character and explain how his clothing reflects some personality habits. Bring a picture, if possible.

Concept B Relationship of fads, fashion and styles
Objective B Comprehends relationship of fads, fashion and styles.

Performance Objectives
The student will
1. identify the difference between fad, fashion and style.
2. explain the changes of fashion in the past 15 years.

Generalization: Dress will be influenced by style, fashion, or a fad.

Content	Learning Experiences	Evaluative Experiences
Fads are extremes in fashion - current for a day, week or season.	Discuss popular fad items to discover which can be purchased inexpensively or could be made.	Bring pictures or articles to be shown to the class showing fads and explain why they are fads.

Content	Learning Experiences	Evaluative Experiences
Fashion is a prevailing mood correct for a year or if acceptable may remain or return years later.	View visual to gain an understanding of fashion. (Bibliography)	Prepare a bulletin board using personal photos showing fashions worn from infancy on. Briefly, state an opinion toward these fashions.
Style, an acceptable fashion, is ageless.	Read references on clothing style to understand the concept. Discuss. (Bibliography)	View pictures from pattern books, catalogs, etc. and discuss which is a fad, a style, or a fashion.

Concept C　Relationship of ready-made garments to self-made garments
Objective C　Grasps relationship of ready-made garments to self-made garments.

Performance Objectives
The student will
1. identify features important to appearance and durability of a garment.
2. summarize advantages and disadvantages of both self-made and ready-made garments.

Generalization: The use of ready-made or self-made garments will vary with the individual's resources.

Content	Learning Experiences	Evaluative Experiences
The accuracy and detail of workmanship are important to the appearance and durability of a garment.	List details to look for in the workmanship of a garment.	Examine one recently purchased garment using a checklist. (Appendix)
Self-made clothes have many advantages.	Read references to find advantages and disadvantages of self-made clothes. (Bibliography)	Compile a list of advantages of self-made clothes.

Content	Learning Experiences	Evaluative Experiences
Ready-to-wear clothes have many advantages.	Read references to find advantages and disadvantages of ready-to-wear clothing. (Bibliography)	Compile a list of advantages of ready-to-wear clothes.

Concept D Importance of wardrobe planning

Objectives D Comprehends importance of wardrobe planning.
Identifies additional wardrobe needs.
Appreciates value of wardrobe planning.

Performance Objectives
The student will
1. describe the 3 factors influencing clothing needs.
2. estimate clothing needs from wardrobe inventory.

Generalization: An adequate wardrobe means enough suitable clothing to make it possible for an individual to carry out daily activities satisfactorily.

Content	Learning Experiences	Evaluative Experiences
There are three factors which influence clothing needs: climate, community, activity.	Read references to understand the factors influencing clothing selection. Discuss. (Bibliography)	Plan a hypothetical situation in which a cousin has been invited to spend a weekend as your guest. She lives in a community very different from this one. Write a letter telling what clothes she will need.

Content	Learning Experiences	Evaluative Experiences
Planning is necessary for wardrobe building.	Discuss the important characteristics of a teens wardrobe to determine needs.	Use previous list of own activities and list clothing needed for them.
A wardrobe includes the clothes a person has available to wear.	Read reference pertaining to wardrobe. (Bibliography) Discuss teens dress to determine influence a teen has on setting fashion for school, church, home, etc.	Inventory present wardrobe to determine variety of clothes presently owned. (Appendix)
	View visual of current teen fashions. (Bibliography)	

Concept E Elements of design in clothing
Objective E Applies principles of design in clothing (arrangement of color, line, texture).

Concept 1 Relationship of color to individual's figure and coloring
Objectives 1 Applies the relationship of color to individual's figure and coloring.

Performance Objectives
The student will
1. name the three qualities and the classification of color.
2. explain the psychological and physiological reaction to color.
3. discover colors personally becoming.

Generalization: Color will have an effect on an individual's figure and personal coloring.

Content	Learning Experiences	Evaluative Experiences
The three qualities of color are hue, value, and intensity.	Take color I.Q. test. (Appendix)	Work on study sheet with remaining concepts. (Appendix)
	Read references on color to gain an understanding of the qualities. Discuss. (Bibliography)	Use color chart and take one hue to show different value and intensities using either paint or pictures from magazines.
Color is classified as neutral, primary, etc.	Read references to better understand the classification of color. Discuss. (Bibliography)	Label and color a design showing the appropriate position for the primary, secondary, and intermediate colors. (Appendix)
A color harmony is a pleasing combination of hues, values, and intensities.	View pictures using various color harmonies and name them.	Collect pictures of fabric showing the use of monochromatic, analagous, and complimentary color schemes in clothing and show them to classmates.
A person's reactions to color are physiological and psychological.	Read handouts on color personalities. (Appendix)	Discuss how clothing or color can contribute to feelings, (confidence, popularity, comfort, individuality, femininity or masculinity, and security).
Choice of color depends upon figure, age, occasion, season, texture of fabric, personality, personal coloring, present wardrobe.	Read references to better understand factors influencing color choices. Discuss. (Bibliography)	Contrast the popular colors this season with last season to show how colors fluctuate in the fashion cycle.
		Using colored length of fabric, select three colors which are personally becoming.

Concept 2 Relationship of line to figure types
Objectives 2 Applies relationship of line to figure types.
Shows awareness to the effect of line on figure types.

Performance Objectives
The student will
1. identify the three lines in dress.
2. give examples of lines best suited to specific figure types.
3. select pictures of garments suited to own figure types.

Generalization: Lines in clothes will affect the appearance of a person's figure.

Content	Learning Experiences	Evaluative Experiences
Lines in dress include the silhouette, construction lines, and design in fabric.	Read references to gain an understanding of lines in dress. (Bibliography)	Select a picture of a garment and label the construction, silhouette, and design lines.
There are four types of lines which can be used to create optical illusions.	View visuals illustrating lines used to create optical illusions Work a program lesson to understand use of lines. (Appendix)	List lines well suited to the following figure types: 1. short, fat 2. tall, thin 3. short, thin 4. tall, fat 5. average
Lines in clothing affect the appearance of a person's figure.	Select pictures of garments that are well suited to own figure type.	Describe why pictures are suitable to own figure type.

Concept 3 Relationship of texture to figure types
Objectives 3 Grasps relationship of texture to figure types.
Conscious of influence of texture on figure types.

Performance Objectives
The student will
1. identify the qualities of texture.
2. explain the influence of texture on the size of figure.

Generalization: Texture will affect a person's appearance.

Content	Learning Experiences	Evaluative Experiences
Texture is "seeing, feeling, and hearing".	Read references to gain knowledge of texture. (Bibliography)	Complete study sheet to reinforce knowledge of texture. (Appendix)
	Use swatches to distinguish the properties of texture.	List the garments and the textures popular with today's teenagers.
Factors influencing apparent size of figure includes texture of material and design in fabric.	View visuals to understand factors influencing figure size. (Bibliography)	Complete chart of personal characteristics. (Appendix)
		Take quiz on factors of clothing selection to determine knowledge. (Appendix)

Major Concept II Techniques of clothing care
Major Objective II Distinguishes between techniques of clothing care.

Concept A Techniques of clothing repair
Objectives A Applies techniques of clothing repair.
Appreciates the importance of clothing repair.
Uses several techniques of clothing repair.

Performance Objectives
The student will
1. identify common repair tasks.
2. give examples of repair techniques.
3. demonstrate several mending techniques.

Generalization: Appropriate care will make clothing look better and last longer.

Content	Learning Experiences	Evaluative Experiences
Replacing fasteners, mending ripped seams and hems are common repair tasks.	Read references on clothing repair to review techniques of repair. (Bibliography)	Discuss factors about clothing repair to determine present knowledge.
Darning and patching are tasks requiring a longer time and more skill.	View demonstrations or read references on darning and patching to become acquainted with the techniques. (Bibliography)	Discuss procedures involved in darning and patching.
Several methods of repairing tears are: machine zigzag stitch, press on tape, and appliques.	View demonstrations to become acquainted with methods of repairing tears.	Identify methods of repairing tears.
Attractive and longer lasting clothes depend upon appropriate care and repair.	Repair an article of clothing.	Rate clothing repair, using suggested guidelines. (Appendix)

Concept B   Role of textiles
Objective B   Comprehends role of textiles.

Performance Objectives
The student will
1. list the natural and man-made fibers.
2. explain the major characteristics of the fibers studied.

Generalization: The kind of fibers used in a fabric will affect its care.

Content	Learning Experiences	Evaluative Experiences
Natural fibers are threads from plant or animal: 1. cotton 3. silk 2. linen 4. wool	Read references on fibers to gain information on natural fibers. Discuss. (Bibliography)	Name one garment made from each of these fibers and explain the care of that garment.
Man-made fibers are threads made in a laboratory: 1. rayon 4. acrylic 2. nylon 5. polyester 3. acetate	Read references on fibers to gain information on man-made fibers. (Bibliography)	Summarize major characteristics of the fibers studied.
	View visual to gain basic knowledge of textiles. (Bibliography)	Complete textile word scramble to reinforce knowledge of textile terms. (Appendix)

Concept C Role of fabrics
Objective C Comprehends role of fabrics.

Performance Objectives
The student will
1. identify the methods of fabric construction.
2. summarize advantages and disadvantages of five fabric finishes.

Generalization: The method of fabrication will affect the care of fabric.

Content	Learning Experiences	Evaluative Experiences
The methods of construction are weaving, knitting, bonding, and felting.	View and discuss visuals of basic weaves and knitted, bonded, and felted fabrics. (Bibliography)	Identify the methods of construction on samples. List advantages each has. Complete basic weaves with construction paper. (Appendix)
Finishes are substances applied to fabrics to improve them.	View visuals or read references to learn about finishes. Discuss and compare various finishes. (Bibliography)	Summarize advantages and disadvantages of finishes used today. Take quiz to determine understanding of textiles, weaves, and finishes. (Appendix)

Concept D Importance of hang tags and labels
Objectives D Comprehends the importance of hang tags and labels.
Appreciates the importance of hang tags and labels.

Performance Objectives
The student will
1. list information important to the consumer found on a hang tag or label.
2. write a label for a cotton blouse, jeans, or knit vest.

Generalization: Following directions on garment hang tags and labels will enable fabrics, laundry products, and appliances to perform their best.

Content	Learning Experiences	Evaluative Experiences
A good label includes information on fiber content, finishes, shrinkage, care, colorfastness, and name of manufacturer.	Read references on labels and tags to gain information on their importance to the consumer. (Bibliography)	
	Complete study guide to gain information about labels. (Appendix)	In small groups, study several garment tags and explain information which is useful, information which is lacking, and the meaning of symbols shown.
The saving of tags and following of directions helps the consumer when an article requires special care.	View visuals to obtain information on bolt end and hang tags and/or labels.	Write a label for a cotton blouse, jeans, or knit vest.
	Role play situations where a customer did or did not follow directions and returned the article to the store because of poor performance.	

Concept E Role of laundering
Objectives E Comprehends role of laundering.
Appreciates importance of proper laundry procedures.

Performance Objectives
The student will
1. identify laundry procedures and products.
2. explain the difference in drying procedures as related to different fabrics.

Generalization: Clothes which are carefully laundered will look better and last longer.

Content	Learning Experiences	Evaluative Experiences
There are two methods of laundering clothes: hand and machine.	Read references on laundering to gain knowledge of laundry procedures. (Bibliography)	Recitation of laundry procedures.
	View visuals on laundering. (Bibliography)	
Detergents and soap, bleaches, starch and fabric softeners, presoakers are laundry products.	View exhibit of laundry products discussing uses for products.	Write a brief report on one laundry product to present to the class.
The method of drying a garment is an important factor in caring for clothes.	Read references on laundering to compare information on different drying methods. (Bibliography)	Explain the difference in drying the following: 1. permanent press skirt 2. orlon vest 3. nylon stockings 4. drip-dry jacket

Concept F Types of dry cleaning services
Objective F Comprehends types of dry cleaning services.

Performance Objectives
The student will
1. list the differences between professional and coin operated dry cleaning.
2. explain the procedures to follow in preparing clothing for coin operated dry cleaning.

Generalization: The type of dry cleaning service used will depend upon cost, type of garment, time available, care needed.

Content	Learning Experiences	Evaluative Experiences
One way of dry cleaning is the professional method followed by a dry cleaner.	Read references on dry cleaning to learn about the professional dry cleaner. (Bibliography)	List the differences between professional and coin operated dry cleaning, (cost, care, time).
Another way is the use of coin operated dry cleaning equipment.	Read references on dry cleaning to learn procedure of coin operated dry cleaning. (Bibliography)	List the procedures which should be followed when preparing clothes for coin operated dry cleaning.

Major Concept III	Principles of garment construction
Major Objective III	Applies principles of garment construction.
Concept A	Principles of pattern selection
Objectives A	Applies principles of pattern selection. Uses principles of pattern selection.

Performance Objectives
The student will
1. take personal measurements.
2. locate appropriate patterns.
3. select a suitable pattern.

Generalization: Clothes will be attractive if care is taken in selecting the pattern.

Content	Learning Experiences	Evaluative Experiences
Measurements and figure types are important in pattern selection.	Use resources or references to review figure types and measurement techniques. (Bibliography)	Take personal measurements to complete measurement chart and to determine figure type and pattern size. (Bibliography)

Content	Learning Experiences	Evaluative Experiences
The type of pattern permissible to make contains the following construction techniques: simple collar and set-in sleeves. Examples are shirt or blouse, dress, smock, robe, beach coat or night gown with sleeves, or simple jacket.	View examples of patterns to become acquainted with patterns suitable for class use.	Using pattern books, find patterns which are appropriate for projects.
Attractive and well-fitting clothing depend upon suitable pattern styles and size.	Select individual pattern which is suitable in style and size.	Take quiz on figure types and measurements to determine understanding of pattern selection. (Appendix)

Concept B Types of appropriate fabrics and notions
Objectives B Selects appropriate fabrics and notions.
Follows directions in buying fabrics and notions.

Performance Objectives
The student will
1. identify information on pattern envelopes.
2. summarize factors relating to quality of fabric.
3. use recommended procedures in selecting fabric and notions.

Generalization: Selection of fabric and notions has an effect on the appearance of the finished garment.

Content	Learning Experiences	Evaluative Experiences
The pattern envelope contains useful information concerning selection of fabrics and related items.	Compile a list of review information found on pattern envelope.	Discuss information identified on pattern envelope to aid the selection of fabric and related items.
There are many factors to consider in the selection of fabric.	View visual to identify factors related to fabric selection. (Bibliography)	Chalk talk to review content of visual.
	Complete outline with visual.(Appendix)	
	Identify the types of fabrics appropriate to use for class project, i. e., woven cotton or cotton blend, stabilized knit, napped fabric, overall design, solid color or vertical stripe .	List and summarize factors relating to quality of fabric , (weave, stability, fiber content)
	View examples of interfacing to become acquainted with the types of construction.	Discuss where and why interfacings are used in garment construction.
The selection of fabric and notions affects the appearance of the finished garment.	Purchase fabric and notions necessary to complete classroom project.	Complete "Fabric Fact Sheet" to summarize the total purchase. (Appendix) Play game to reinforce knowledge of decisions required in the selection and purchase of sewing supplies. (Bibliography)

Concept C   Role of equipment and sewing terms
Objectives C   Reviews equipment and sewing terms.
               Shows awareness of equipment and sewing terms.

Performance Objectives
The student will
1. identify sewing equipment.
2. explain basic sewing terms.

Generalization: Sewing results are affected by the knowledge of sewing basics.

Content	Learning Experiences	Evaluative Experiences
Equipment is an important aspect of sewing.	Chalk talk or play game to review equipment. (Appendix)	Bring assigned equipment to class clearly labeled with name.
Knowledge of terms and simple construction are important aspects of sewing.	Work crossword puzzle to reinforce knowledge. (Appendix)	Complete review test to determine retention of prior knowledge related to clothing construction. (Appendix)

Concept D   Techniques of sewing machine care
Objectives D   Applies techniques of sewing machine care.
               Assumes responsibility in care of machine.
               Performs tasks in care of machine.

Performance Objectives
The student will
1. identify parts of machine which need cleaning and oiling.
2. regulate tension of sewing machine.
3. prepare and follow maintenance schedule.

Generalization: A correctly maintained machine will last many years.

Content	Learning Experiences	Evaluative Experiences
Removing lint and oiling are essential for the smooth operation of the machine.	View visual for review of the machine and care techniques. (Bibliography)	
	View demonstration to understand proper cleaning and oiling of a machine. Discuss.	Clean and oil assigned machine to insure more efficient operation.
The tension adjustment is a factor in correct stitching.	View visual and demonstration showing regulation of upper tension.	Regulate tensions on assigned machines to gain an understanding of the effect of tension adjustments.
The smooth operation of the sewing machine depends upon appropriate maintenance.	Prepare a maintenance schedule for assigned classroom machine	Take quiz to determine knowledge of sewing machine and ability to maintain it. (Appendix)
	Complete check-sheet of machine maintenance. (Appendix)	

Concept E Techniques of simple alterations
Objectives E Applies techniques of simple alteration.
Performs techniques of simple alteration.

Performance Objectives
The student will
1. record pattern measurements to compare with personal measurements.
2. estimate necessary changes in measurements.
3. adjust pattern for proper fit.

Generalization: Alterations may be needed to insure fit and personal comfort.

Content	Learning Experiences	Evaluative Experiences
The comparison of personal measurements with corresponding measurements on the pattern is a factor in fitting the pattern.	Discuss procedure of comparing personal and pattern measurements.	Record pattern measurements to compare with personal measurements. (Bibliography)
Lengthening or shortening patterns are procedures used to insure correct fit.	View demonstrations of the procedure for shortening and lengthening pattern pieces.	Adjust personal patterns for correct lengthwise fit.
Increasing and decreasing width of patterns are procedures used to insure correct fit.	View demonstration of the proper procedure for increasing and decreasing width of patterns.	Adjust personal patterns for correct fit in width.
The positioning of bustline darts is important for fit.	View demonstration of procedure for changing dart position.	Adjust own bustline darts for correct fit.
The fit of the garment depends upon correct alterations.	Remeasure altered pattern pieces to insure correct fit.	Complete changes on own pattern to insure correct fit.

Concept F — Techniques of construction
Objective F — Applies techniques of construction.

Concept 1 — Techniques of preparation, layout, cutting, and marking of fabric
Objectives 1 — Applies techniques of preparation, layout, cutting, and marking of fabric.
Believes in importance of preparation, layout, cutting, and marking of fabric.
Performs techniques of preparation, layout, cutting, and marking of fabric.

Performance Objectives
The student will
1. identify pattern symbols.

2. pre-shrink fabric and straighten the grain.
3. select pattern layout, cut out fabric and transfer pattern markings.

Generalization: The procedures used in the preparation, layout, cutting, and marking of the fabric will affect the accuracy of garment construction.

Content	Learning Experiences	Evaluative Experiences
There are several steps to follow before garment construction begins.	Identify steps to follow before garment construction begins.	
Pattern symbols are guides for altering, laying out, cutting, and constructing a garment.	Take pre-test on pattern symbols to determine retention of prior knowledge. (Appendix)	Discuss pre-test to reinforce knowledge of pattern symbols.
Fabric preparation depends upon the process of pre-shrinking and straightening of grain.	Review the importance of and ways to pre-shrink fabric and straighten the grain.	Pre-shrink own fabric and straighten the grain.
The pattern layout provides the most workable arrangement for placing pattern pieces on fabric.	Identify items that determine selection of pattern layout.	Circle own pattern layout to follow.
	Place and pin all pattern pieces on fabric(s) in the position the guide sheet indicates.	Obtain approval of instructor before cutting to insure accuracy of layout.
	Cut out pattern and fabric pieces.	
The transfer of pattern markings (shaping, construction, and position details) to the fabric affects the accuracy of construction.	Review methods of transferring pattern markings to the fabric.	Complete transfer of pattern markings to fabric. Obtain approval of instructor.

Concept 2 Method of unit construction

Objectives 2 Applies method of unit construction.
Assumes responsibility in the use of unit construction.
Practices method of unit construction.

Performance Objectives
The student will
1. give examples of advantages of unit method of construction.
2. locate areas to staystitch.
3. staystitch and apply interfacing to garment.

Generalization: The unit method of construction speeds up work and results in a better looking garment.

Content	Learning Experiences	Evaluative Experiences
The unit method of construction is an organized procedure used in the construction of a garment.	Review guide sheet for procedures to follow in unit construction.	Summarize advantages and disadvantages of unit construction.
Staystitching is a line of permanent machine stitching sewn through a single thickness of fabric to hold the fabric grain.	Read references to review the procedures involved in staystitching. (Bibliography)	Check own guide sheet to locate areas to staystitch.
The areas of a garment to be staystitched depend upon the directions and order of unit construction.	Staystitch own garment as indicated in order of unit construction.	Rate staystitching according to quality of construction.
The type of interfacing and method of application are related to the characteristics of the fabric and its construction.	View demonstrations of using interfacing and sewing interfacing to fabric to understand procedure.	Apply interfacing in individual garment. Take quiz to reinforce principles of unit construction, staystitching, and interfacing.

Concept 3 Techniques of enclosed seams
Objectives 3 Applies techniques of enclosed seams.
Constructs samples of French and flat felled seams.

Performance Objectives
The student will
1. describe uses of enclosed seams.
2. identify areas in clothing where enclosed seams are used.
3. use correct procedures in constructing enclosed seams.

Generalization: Enclosed seams will be used in instances where raw edges are undesirable.

Content	Learning Experiences	Evaluative Experiences
Enclosed seams have no visible raw edges.	View examples of enclosed seams.	Recite uses of enclosed seams in personal garments.
Two kinds of enclosed seams are French and flat felled.	Discuss the areas in clothing requiring these two kinds of seams.	Decide if either of these seams are suitable for own garment being constructed.
The type of seam used will depend upon the fabric, the garment use, or the type of garment.	View demonstration of the construction of a French and flat felled seam.	Construct samples of French and flat felled seams if they are not used in garment to learn techniques.
		Rate own seams according to quality of construction. (Appendix)

Concept 4 Techniques of bias strips
Objectives 4 Applies techniques of bias strips.
Constructs a bias strip.

Performance Objectives
The student will
1. give examples where bias binding is used.
2. explain steps in construction of bias strip.
3. rate own construction of bias strip.

Generalization: Bias bindings can be used to cover the raw edges of a garment.

Content	Learning Experiences	Evaluative Experiences
Bias binding is a narrow strip of fabric cut on the diagonal of the fabric, used to cover raw edges of garments.	View examples where bias binding is used.	Check own patterns to see if needed.
Bias bindings are cut on the true bias or 45° angle of the fabric grain.	Read reference to learn how bias strips are made. (Bibliography)	
	View demonstration of the cutting, sewing, and pressing of a bias strip.	Review points in construction of a bias strip.
Using a bias strip enables one to enclose the raw edges of a garment.	Construct a pieced bias binding following procedures learned.	Rate own bias strip according to quality of construction. (Appendix)

Concept 5 Techniques of thread chain carriers
Objectives 5 Applies techniques of thread chain carriers.
Constructs a thread chain carrier.

Performance Objectives
The student will
1. define a thread chain carrier.
2. give examples of areas where thread chain carriers are used.
3. construct a thread chain carrier.

Generalization: A thread chain carrier will provide a useful, personal touch to a garment.

Content	Learning Experiences	Evaluative Experiences
A thread chain carrier is made with a chain stitch of double strands of buttonhole twist.	Read reference to learn what a thread chain carrier is. (Bibliography)	Define thread chain carrier to reinforce concept.
A thread chain is used as a belt carrier, lingerie strap holder, or button loop.	View illustrations where thread chain carriers are used.	Identify areas where thread chain carriers are used.
Using a thread chain carrier enables one to add a useful, personal touch to a garment.	View demonstration of the construction of a thread chain carrier.	Construct and rate a thread chain carrier according to instructions. (Appendix)

Concept 6 Techniques of simple collars
Objectives 6 Applies techniques of simple collars.
Constructs a simple collar.

Performance Objectives
The student will
1. identify kinds of collars.
2. explain procedure used in construction of a simple collar.
3. construct a simple collar.

Generalization: Accurately constructed and attached collars will be smooth, well shaped, and wrinkle free.

Content	Learning Experiences	Evaluative Experiences
The pieces needed for a simple collar are an upper collar, facing or undercollar, and interfacing.	View a bulletin board display of collar types and steps in construction.	Discuss kinds of collars for identification.
	Read reference or handout to become aware of collar types. (Bibliography)	
Accurate stitching, grading, notching, and careful pressing are factors in making a simple collar.	View demonstration of collar construction and pressing.	Review steps in constructing a simple collar.
Accurate construction, use of interfacing, and correct pressing enables one to construct a neat, flat collar.	Discuss the procedure used in attaching a collar.	
	Construct a simple collar on individual garment or as a sample to learn technique.	Rate the finished collar according to quality of construction. (Appendix)

Concept 7 Techniques of continuous lapped placket
Objectives 7 Applies techniques of continuous lapped placket.
Constructs a continuous lapped placket.

Performance Objectives
The student will
1. list areas where a continuous lapped placket is used.
2. explain criteria used for evaluating a continuous lapped placket.
3. construct a continuous lapped placket.

Generalization: The accuracy of stitching and pressing a continuous lapped placket will affect the appearance of the placket.

Content	Learning Experiences	Evaluative Experiences
A continuous lapped placket is a garment opening bound with a self-fabric strip.	View an example of a continuous lapped placket to become acquainted with concept.	List uses for a continuous lapped placket.
There are basic steps to follow in the construction of a continuous lapped placket.	View demonstration to learn the steps in constructing a continuous lapped placket.	Recite steps to follow in constructing a continuous lapped placket.
The appearance of a completed placket depends upon accuracy of stitching and pressing.	Construct a continuous lapped placket on garment or a sample to learn technique.	Rate the placket according to quality of construction. (Appendix)

Concept 8 Techniques of set-in sleeves
Objectives 8 Applies techniques of set-in sleeves.
Constructs a set-in sleeve.

Performance Objectives
The student will
1. identify kinds of sleeves.
2. explain procedure for setting in sleeves.
3. set in and rate a sleeve application.

Generalization: Sleeves which have been set in correctly will add a professional touch to a garment.

Content	Learning Experiences	Evaluative Experiences
Sleeves help determine the fashion silhouette of a garment.	View and identify pictures of various kinds of sleeves.	Discuss kinds of sleeves to recognize the differences.

Content	Learning Experiences	Evaluative Experiences
A set-in sleeve is eased or gathered to fit into an armhole.	View visual or demonstration of setting in sleeves to become acquainted with steps in construction. (Bibliography)	List steps in setting in a sleeve to reinforce understanding of concept.
Accuracy of pinning, easing, stitching, and pressing enables one to construct a correctly set-in sleeve.	Set-in sleeve in individual garment to develop techniques.	Rate the set-in sleeve according to quality of construction. (Appendix)

Concept 9 Techniques of machine buttonholes

Objectives 9 Applies techniques of machine buttonholes.
Constructs machine buttonholes.

Performance Objectives
The student will
1. identify methods of closure.
2. explain types of machine buttonholes.
3. construct a machine buttonhole.

Generalization: Machine buttonholes may be utilized as a means of closure.

Content	Learning Experiences	Evaluative Experiences
A machine buttonhole is one type of closure.	Discuss types of closures to understand possibilities, i.e., hooks and eyes, snaps, frogs, ties, zippers, velcro.	Explain where machine buttonholes are used as a type of closure.

Content	Learning Experiences	Evaluative Experiences
There are two methods of application: use of buttonholer and use of a zig zag machine.	Study reference to become aware of buttonhole construction. (Bibliography)	Discuss the advantages or disadvantages of each method.
The method of making machine buttonholes depends upon the individual machine used.	View demonstration of machine buttonholes using buttonholer and zig zag machine to discover method of construction.	
	Construct a sample buttonhole or apply technique to garment to reinforce steps of applicaton.	Rate completed garment according to quality of construction. (Appendix)

Major Concept IV Types of careers related to clothing
Major Objective IV Comprehends types of careers related to clothing.

Performance Objectives
The student will
1. list qualifications of various clothing careers.
2. give examples of career opportunities by assembling a bulletin board.

Generalization: Clothing and related areas may provide many career opportunities.

Content	Learning Experiences	Evaluative Experiences
There are careers related to clothing care (alterationist, sorting, spotting, pressing, clerks, repair specialists, attendants, managers,	Listen to a panel discussion of resource persons to become acquainted with opportunities open to students in the various areas.	List qualifications needed for various careers.

Content	Learning Experiences	Evaluative Experiences
in laundry and dry cleaning establishments).		
There are careers related to design (fashion designer, fabric designer, theatre work).	Preview pamphlets related to the clothing field to become aware of possibilities for careers.	Assemble bulletin board showing opportunities in the careers.
There are careers related to merchandising in the area of clothing (sales girls, buyers).	See experiences above.	

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

I. Factors of clothing selection

C. Relationship of ready-made garments to self-made garments

CHECK LIST OF QUALITIES FOR "READY-MADE GARMENTS"

		Poor	Average	Good
1.	The garment fits you - check size.			
2.	The style is suitable to your figure type: (ex., preteen, petite, junior, misses, etc.)			
3.	The garment is suitable to your personality type: (ex., feminine, casual, athletic, dignified, etc.)			
4.	The color compliments your skin, hair, eyes and body size.			
5.	The price is within your budget range.			
6.	The price is proportionately related to the type of garment. (ex., fad, fashion, style).			
7.	The garment is suitable for the occasion or activity it is intended for.			
8.	The quality of the fabric used is:			
9.	The garment is easy to care for. This includes fabric, trimmings and attached accessories.			
10.	The garment has an attached label indicating fiber content, care, and special suggestions.			
11.	The fabric is cut on grain with no visible flaws.			
12.	Patterns such as plaids, stripes, etc. are evenly matched.			
13.	Visible top stitching compliments fabric and is evenly sewn with no loose ends.			
14.	Seams have matching thread, small even stitches, minimum allowance, finished and pressed.			
15.	Darts are straight, even and secured at ends.			
16.	Zipper is of good quality, sewn straight and has a locktop.			
17.	Buttons and fasteners are correctly sewn on, are secure and are of even distance apart to prevent gapping.			
18.	Buttonholes - sewn properly to prevent raveling and are proper size for buttons.			
19.	Hems - straight, even, invisible stitches, pressed flat with 2" hem, parallel to floor.			
20.	General workmanship on other areas such as collar, sleeves, bands, plackets, etc.			

615 - 33a

I. Factors of clothing selection
   D. Importance of wardrobe planning

MY WARDROBE INVENTORY

Type of Garment	Have and Wear	Have and Don't Wear	Need
A. Undergarments			
1. Bras			
2. Slips (half & whole)			
3. Panties			
4. Pettipants			
5. Girdles			
6. Bra-slips			
7. Underwear (long)			
8. Socks			
9. Pantyhose			
10. Tights - Opaques			
B. Pants			
1. Jeans			
2. Corduroys			
3. Dress pants (pants suits)			
4. Casual pants			
5. Ski pants			
6. Knickers			
7. Farmer pants			
8. Shorts			
C. Tops			
1. T-shirts			
2. Blouses			
a. shirts			
b. dressy			
3. Flannel shirts			
4. Body shirts			
5. Work shirts			
6. Sweat shirts			
7. Smocks			
8. Tank tops			
9. Halters			
10. Turtlenecks			
11. Vests			
12. Blazers - jackets			
D. Sweaters			
1. Pullover (V-neck, crew, or scoop neck)			
2. Cardigan			
3. Ski			
4. Turtleneck			
5. Shrink			
6. Vests			

615 - 34a

MY WARDROBE INVENTORY, continued

	Have and Wear	Have and Don't Wear	Need
E. Dresses			
1. Casual			
a. winter			
b. summer			
2. Dressy			
a. winter			
b. summer			
3. Maxi or long			
4. Jumpers			
F. Skirts			
1. Pleated			
2. Flared or A-line			
3. Gathered			
4. Long			
5. Pantskirts or coulottes			
6. Wrap-around			
G. Outerwear			
1. Jackets			
a. winter			
b. summer			
2. Coats			
a. winter			
b. spring			
c. rain			
3. Capes			
4. Ponchos			
5. Shawls			
H. Footwear			
1. Sandals			
2. Winter boots			
3. Casual shoes			
4. Dressy shoes			
5. Tennis shoes			
6. Clogs			
I. Sleepwear			
1. Pajamas			
2. Nighties			
3. Slippers, booties			
4. Robes			

MY WARDROBE INVENTORY, continued

	Have and Wear	Have and Don't Wear	Need
J. Accessories			
1. Belts			
2. Purses			
3. Scarves			
4. Hats			
5. Mittens or gloves			
6. Jewelry			
a. Necklaces			
b. Pins			
c. Bracelets - watch			
d. Rings			
e. Earrings			
f. Barrettes			
K. Miscellaneous			
1. Swim suits			
2. Beach cover-ups			
3. Jogging outfit			
4. Tennis outfit			
5. Aprons			
6. Others			

615 - 36a

I. Factors of clothing selection
    E. Elements of design in clothing
        1. Relationship of color to individual's figure and coloring

WHAT IS YOUR CIQ?
(Color Intelligence Quotient)

Color is a very important factor in our lives, but we see it around us so often that we may fail to look at it closely. Listed below are some questions of general interest about color. Check your CIQ and see how many you can answer.

1. What color do most men like best?

   What color do most women like best?

2. What color do people like least of all?

3. What kinds of colors do older people prefer?

   What colors do children under six like most?

4. Name a cool color ______ A warm color ______ An exciting color ______

   A subdued, quiet color ______ A heavy color ______ A light color ______

5. Do colors affect the way we feel physically? Psychologically?

6. What causes a rainbow?

7. What color can be seen the farthest distance?

8. Does the color of a car affect its safety on the road?

9. Why are the walls of an operating room usually painted green?

10. How many colors are there?

615 - 37a

ANSWER KEY

1. Blue   Red
2. Yellow
3. Cheerful, but subtle (not real bright)   Very bright
4. Blue, Green, Violet
   Red, Orange, Yellow
   Red, Orange
   Blue, Green
   Brown
   Pink, Yellow
5. Yes
   Yes
6. Refraction or binding of light rays
7. Yellow - Orange
8. Yes
9. Prevents "After Image" (Eyes see opposite color on white - green is opposite of red)
10. Unlimited

I. Factors of clothing selection
  E. Elements of design in clothing
    1. Relationship of color to individual's figure and coloring

COLOR - STUDY SHEET

1. What is an "optical illusion"?

2. Explain the following statements:
    a. Color seems to affect size and distance.
    b. Color affects the way you feel (mood).

3. List the warm colors - the cool colors.

a.	a.
b.	b.
c.	c.

4. Describe the three dimensions of color.
    a. Hue -
    b. Value -
    c. Intensity -

5. Name the three most useful, or primary colors.

6. How are the secondary colors made? Name them.

7. Explain the following:
    a. Intermediate colors (what and how made) -
    b. Shade -
    c. Tint -

8. Describe a monochromatic color scheme.

9. A complementary color scheme makes use of colors which are directly opposite each other on the color wheel, such as red and green. Complete the following color patterns by naming the complementary colors:
    a. red-violet __________ d. blue __________
    b. blue-violet _________ e. violet _________
    c. blue-green __________

10. An adjacent or analogous color scheme uses colors next to each other on the color wheel Red-orange, orange, and yellow-orange form one example. Complete the following analogous patterns:
    a. yellow ____________________ green
    b. blue ______________________ violet

11. What hue is brown related to?

12. How can a neutral colored outfit be accented with color?

13. Using old magazines or pattern books, find one example of each of the three color schemes.

14. What three things does your personal coloring consist of?

615 - 38a

COLOR - STUDY SHEET, continued

15. You can emphasize your best colors by repetition. If you wish your skin to look rosier, you could wear __________. (rose/yellow)

16. You can emphasize your best colors by contrast. If you have greenish eyes, you can wear __________. (red/blue)

17. If you have a too rosy complexion, you can tone it down by wearing a __________ (dark/bright) color.

18. If you wish to look thinner than you are, avoid __________ (bright and light/dark and dull) colors.

19. If you wish to accent a suntan, choose __________ (white and pastel/dark and bright) colors.

20. It is not always possible to flatter the skin, eyes, and hair of an individual at the same time. If there is a conflict, which is considered of greatest importance?

21. Why is a red polka dot blouse a poor choice for one who has skin problems?

22. Bright colors make one look __________. (smaller/larger)

23. Dark colors make one look __________. (smaller/larger)

24. Bright crosswise stripes are for the __________. (tall and slender/short and not so thin)

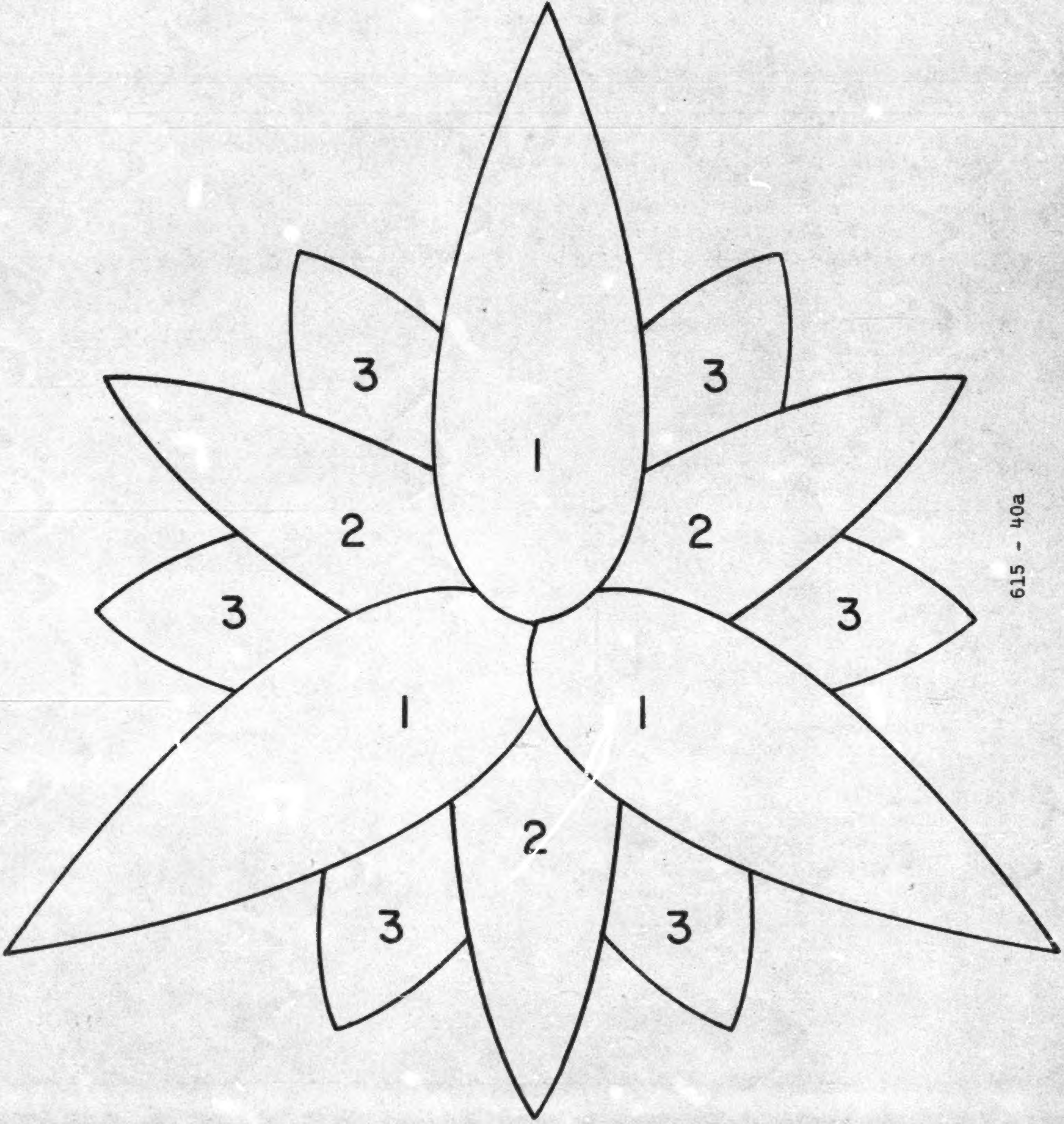
25. What simple rule is used for balancing colors used in an outfit?

26. On the attached sheet, label the color wheel, using the three groups of color.

27. Optional
A triad color scheme uses three equidistant colors. This color harmony is often used in fabric prints. Many beautiful color combinations can be created by using this color scheme. An example of a triad color pattern is red, yellow, and blue. Complete the following:
    a. orange __________ __________
    b. red-violet __________ __________

615 - 39a

I. Factors of clothing selection
    E. Elements of design in clothing
        1. Relationship of color to individual's figure and coloring



615 - 40a

COLOR - STUDY SHEET - ANSWER KEY

1. Tricks your eyes play on you.
2. a) Dark colors recede - light colors advance, making you appear smaller and larger.
   b) Have individual personalities - can also be associated with an activity or circumstance.
3. Warm - orange, red, yellow
   Cool - blue, green, violet
4. a) Hue - family name of a color
   b) Value - lightness or darkness
   c) Intensity - dullness or brightness
5. Red, yellow, blue
6. Combine 2 primaries - orange, green, violet
7. a) Combine a primary and secondary color - red orange, yellow orange, yellow green, blue green, blue violet, red violet.
   b) Add black to hue
   c) Add white to hue
8. Tints and shades of one hue
9. a) Yellow green
   b) Yellow orange
   c) Red orange
   d) Orange
   e) Yellow
10. a) Yellow green
    b) Blue violet
11. Orange
12. Scarves, blouse, jewelry
13. - - - -
14. Skin, eyes, hair
15. Rose
16. Red
17. Dark
18. Bright and light
19. White and pastel
20. Skin
21. Repetition of blemishes
22. Larger
23. Smaller
24. Tall and slender
25. Don't use more than 3 colors
26. - - - -
27. a) Green Violet
    b) Yellow orange Blue green

615 - 41a

I. Factors of clothing selection
    E. Elements of design in clothing
        1. Relationship of color to individual's figure and coloring

COLOR and PERSONALITY

Color, a universal language, directs traffic, sends messages, and influences moods. It creates illusions and pleases the eye. It accelerates, it calms, and it is a personal expression of our inner selves.

Which color do you like best: red, blue, green, yellow, violet, brown, orange, black or gray? Pick your favorite and check the basic characteristics of your personality.

If you prefer RED, you are aggressive with strong desires and a craving for action. You are impulsive, energetic and have a tremendous drive for success. You are quick to take sides and make judgements.

If you prefer BLUE, you have a basic need for a calm, tension-free existence. Because you dislike upsets, you are a conservative, sensitive person and are inclined to be very cautious in the way you speak, act, and dress. You like to be admired for your calm, steady behavior and are generally a conscientious worker. While you make a loyal friend, you tend to be self-centered and impatient with ideas that differ from yours.

A preference for GREEN, indicates stability and balance. You are the good citizen, loyal to your school and family. You are inclined to be frank, moral, and sensitive to social etiquette. You are generally affectionate and a loyal friend.

YELLOW indicates a yearning for the new, the modern, and an expanding future. Those who prefer yellow are inclined to be intellectual, idealistic and highly imaginative. Yellow is the color of the creative and artistic individual. Despite your idealism, however, you may be rather shy and hesitant with others.

Frisky, boisterous, outgoing ORANGE defines the supersalesman who is able to convince an igloo builder that a deep-freeze locker is a must. Orange-favoring people never shirk work or duty; at the same time, they enjoy merry making, fun and games to the fullest.

A preference for VIOLET indicates a belief that you are unique from other people. This belief may lead you to exhibit vanity and aloofness toward others and you can be sarcastic. You are highly sensitive, observant, and may be quite temperamental in your behavior. You may be extremely talented artistically and you enjoy others with a display of your creativity and authority. However, since you are usually quite tolerant, you are an easy person to live with.

A preference for BROWN indicates a steady, reliable character. You have a keen sense of duty and rarely shirk responsibility. Your devotion to duty may in fact lead others to take advantage of you, causing you, at times, to feel persecuted. You have strong views and you may tend to be intolerant of others who are impulsive or rash. You have a natural talent for managing money, both your own and others.

A preference for BLACK indicates a great dissatisfaction with existing circumstances. You feel pressured by forces beyond your control and rebel against accepting things as they are.

If you prefer GRAY, it indicates a deep desire to conceal yourself from the world. You wish to protect yourself from the pressures of society. You are reluctant to become involved.

615 - 42a

I. Factors of clothing selection
    E. Elements of design in clothing
        2. Relationship of line to figure types

Title:	HOW TO CHOOSE BECOMING LINES
Subject:	CLOTHING
Performance Level:	Junior High -- Beginning
Purpose:	To enable students to look for the right "lines" when choosing a pattern or a ready-made garment.
Producer:	Verle Krienke Wilson Junior High Appleton, Wisconsin 54911
Consultant:	Fern M. Horn, Professor University of Wisconsin Stevens Point, Wis.54481
Date Produced:	April, 1972

TO THE TEACHER

615 - 43a

Unifying Area:	HUMAN GROWTH and DEVELOPMENT (Wisconsin Conceptual Structure and Planning Guide)
Major Concept:	Relationship of environmental factors to growth and development of individuals
Major Objective:	Applies knowledge of environmental factors to growth and development of self.
Generalization:	The physical COMFORT of CLOTHING is influenced by FABRIC, FINISH, CONSTRUCTION, and STYLE, and the SUITABILITY of these factors for various activities.

Supporting Concept:
1. Effect of line on a person's appearance

Supporting Objective:
1. The student will be able to recognize and interpret the effect of vertical, horizontal, diagonal, and curved lines on a person's appearance by choosing the correct responses in the response column of the program.

Supporting Generalizations:
1. Lines can help to improve the way a person looks.
2. Visual illustrations of varying lines can reinforce learning experiences.

A PROGRAM ON HOW TO CHOOSE BECOMING LINES

Introduction to Unit:

The material you have been given is known as a programmed unit. This is another way of learning in which you teach yourself the material. You may or may not need the help of your teacher.

Each student works individually, at his/her own rate of speed, because the program is planned for self-instruction. You may, at any time, go back and review things you do not understand.

The material is presented in a series of small, easy-to-understand steps or units. Each step is called a frame. At the end of each step or frame, you will find a question which you will try to answer. Then, in the left-hand column before the next frame, you will find the answer to the question.

Try to answer the question and then check to see if your response is correct. If you look ahead to the correct response before you write your answer down, you will not learn the material as well as the students who follow the simple directions below.

Directions for Use of the Program.

Using the sample below, follow this procedure:

1. Place the slider provided over the left-hand column. This column has the answers or responses.
2. Read item 1 and write your answer on a separate sheet of paper. This will be your answer or response sheet. More than one word might be required in your answer.
3. After you have written your answer on your answer sheet, move the slider down and check to see if your answer is the same as the one given in the response column.
4. Continue this procedure for the remainder of the program.

615 - 44a

SAMPLE:

The purpose of this programmed unit is to help you understand how the lines in a dress design affect the way a person looks.

1. After completing this unit, your __________ of the effect of lines in dress design will be improved.

Write your answer on your answer sheet. Now move the slider down, and check your response. Go on to item 2.

---

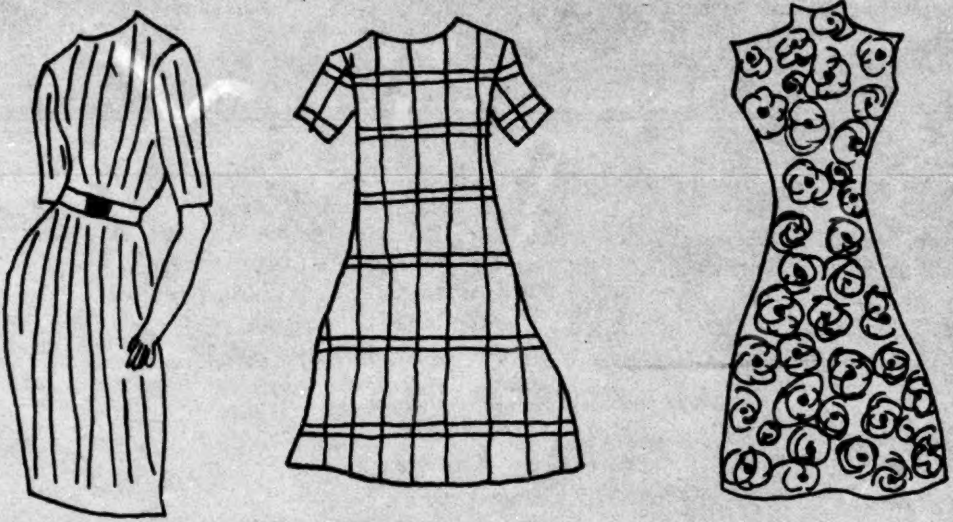
1. understanding

Lines form the basic part of any design.

2. The basic part of any design is formed by __________.

If you have any questions, now is the time to check with your teacher.

2. lines — When you look at dresses, you will notice that lines show up in the design of the fabric, such as stripes, plaids, or figures.

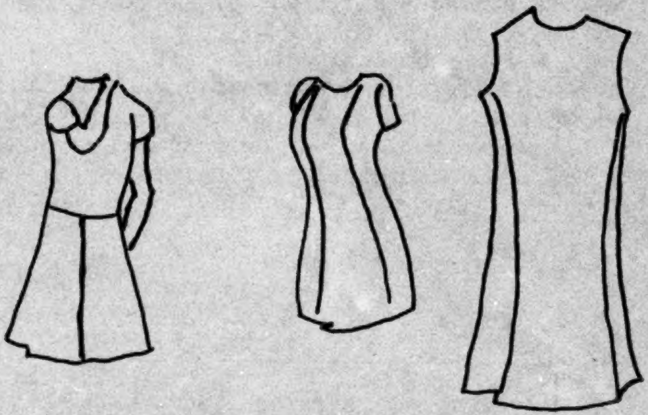


3. One place where lines appear in dresses is in the ____________ of the fabric.

---

615 - 45a

3. design — Seams are another place where lines are found in dress design.

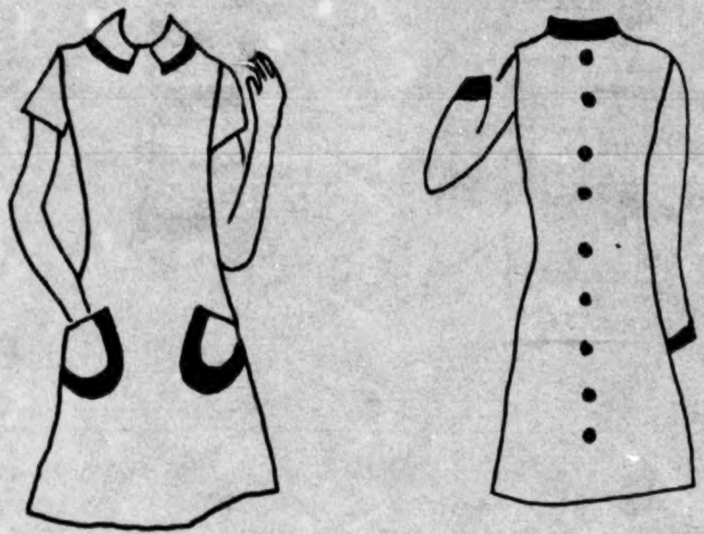


4. Lines in dress design are also found in the ___________.

---

4. seams

Trimmings, such as pockets, collars, cuffs, and buttons also create lines in a dress design.



5. A third way that lines are created in a dress design is by the use of ________.

615 - 46a

---

5. trimmings

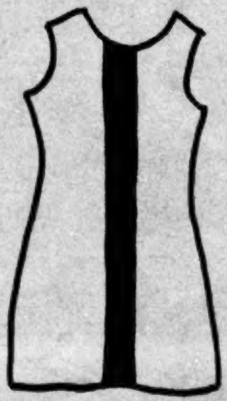
The eye tends to follow the direction of the outstanding lines.

6. The outstanding lines in a design lead the eye in that ________________.

---

6. direction

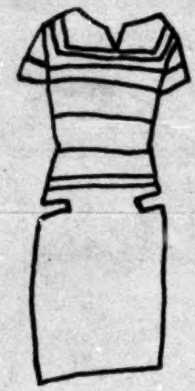
If the lines carry the eye upward, the figure usually appears taller and thinner.

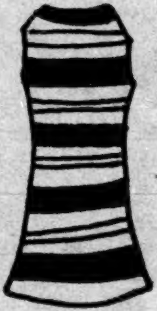


7. To appear taller and thinner, lines should carry the eye____________.

7. upward

The figure usually appears wider and shorter when the lines carry the eye from side-to-side.



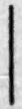


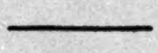
8. Lines that carry the eye from side-to-side, makes the figure appear __________ and ______________.

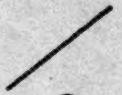
8. wider
shorter

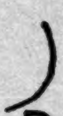
Lines that go up and down are called vertical lines. These lines carry the eye upward.

9. Which of the following lines is a vertical line?


A.


B.


C.


D.

615 - 47a

9. A

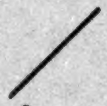
Vertical lines carry the eye upward making a person appear taller and thinner.

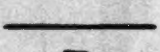
10. To appear taller and thinner, choose a design with __________ lines.

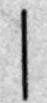
10. vertical

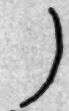
Lines that lead the eye across a design or from side-to-side are called horizontal lines.

11. Which of the following lines is a horizontal line?


A.

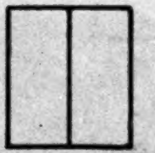

B.

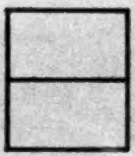

C.


D

11. B

Think of a dress as a rectangle. Here are two rectangles exactly the same size. Rectangle A is divided in half vertically. Rectangle B is divided in half horizontally.

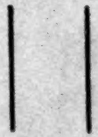
A.


B.


12. Which rectangle would make a figure appear wider and shorter?

12. B

The direction in which lines carry the eye may be deceiving. If the vertical lines are widely spaced, they may lead the eye across or from side-to-side.



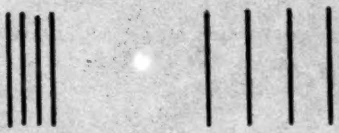
13. Vertical lines may lead the eye across or from side-to-side if the vertical lines are __________ spaced.

---

13. widely

Narrowly spaced vertical lines (stripes) give the appearance of more height than widely spaced vertical lines.

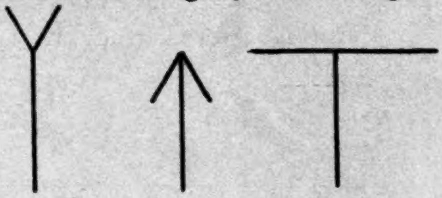
14. Which diagram appears longer?



---

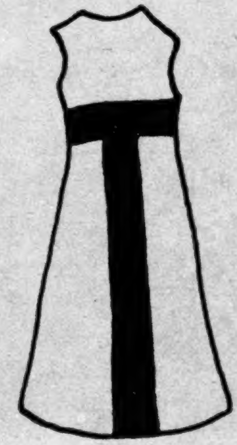
14. A

Lines may appear different in length, even though they measure the same.



615 - 48a

When the upward movement of the eye reaches a crosswise (horizontal) line, such as in a line, the eye movement stops and moves from side-to-side.

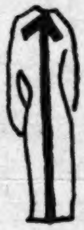


15. The upward movement of the eye stops and moves from side-to-side when the eye reaches a ______________ line.

---

15. crosswise
horizontal
T

The same effect is created when the upward movement of the eye is stopped by lines pointing downward. Therefore, a ↑ line will make a figure appear shorter.

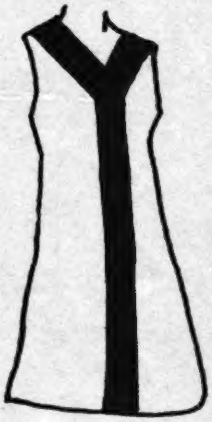


16. A ↑ line draws the eye movement __________, making a figure appear shorter.

---

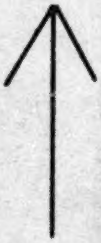
16. downward

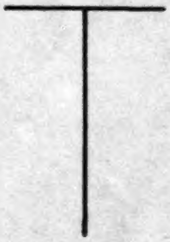
If the eyes are forced to look upward, such as in a   line, the figure will appear taller.

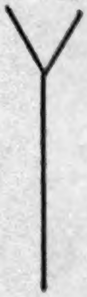


615 - 49a

17. To appear taller, which one of the following lines should be chosen?







---

17. C

Items 18-20 are review items.

18. __________ lines usually make a person appear taller and thinner.

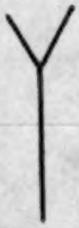
18. Vertical

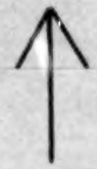
19. If you would like to appear wider and shorter, choose a design with ________ lines.

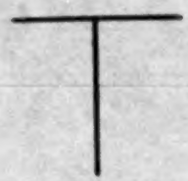
---

19. horizontal

20. Which two of the following lines will make a person appear shorter?







---

20. B, C

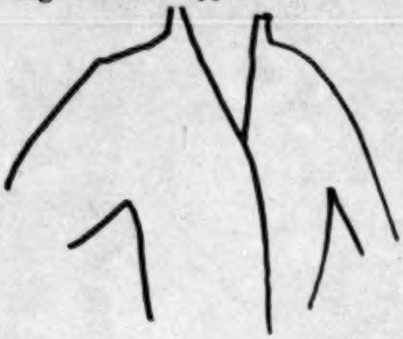
A third type of line found in dress design is the diagonal line. Diagonal lines are those that slant / .

21. The type of line that slants is called a ________ line.

---

21. diagonal

Diagonal or slanted lines may either lengthen or widen a figure. The more nearly vertical the diagonal lines are, the taller and thinner the figure will appear.

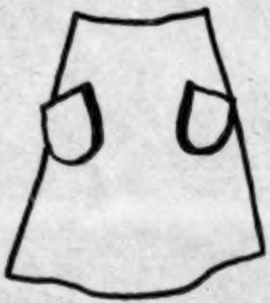


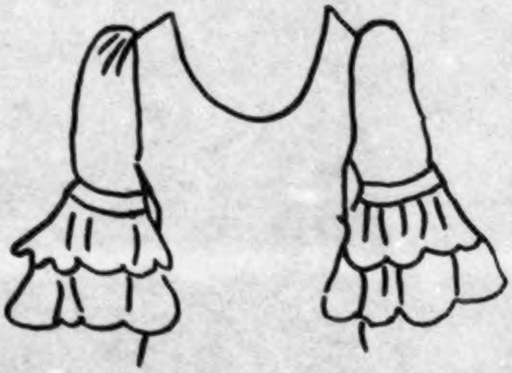
22. If a person wants to appear taller and thinner, the diagonal line should be nearly ____________.

---

22. vertical

Curved lines are the fourth type of line as seen in the illustrations below. Curved lines may add graceful width.





23. Curved pockets on a skirt would make narrow hips seem ________.

615 - 50a

23. fuller
wider
stouter

24. These statements are either true or false. Indicate which.

a. A short, plump person will appear taller and thinner in horizontal lines.

b. Vertical lines run from side-to-side.

c. Diagonal lines create the appearance of length or width.

---

24. a. False
b. False
c. True

615 - 51a

I. Factors of clothing selection
   E. Elements of design in clothing
      3. Relationship of texture to figure types

TEXTURE

Each fabric has specific characteristics which determine its appearance, feel, and the way it may be used. When you learn the various fabric characteristics, you can select one that will fit your dress design.

Fabrics, like line, work magic on your figure. Their weave and texture may control the lines of a pattern, deceive the eye, and change the apparent size and proportion of your figure.

1. What are the three characteristics of texture?

2. What can determine the visual surface quality of texture?

3. What surface qualities can be added during sewing?

4. Define "hang".

5. How can a fabric affect you physically?

6. In what ways can fabrics affect our figure types?

7. List the types of fabrics a tall, thin girl should wear?

8. What affect does a clinging fabric have on this type of figure?

9. List good and bad fabrics for the plump figure.

ANSWER KEY

1. Look, acts, feel
2. Yarn, weave, finishes
3. Embroidery, smocking, embossed, topstitching, gathering, pleating, pockets - double
4. How a fabric behaves - drapes - folds - has an effect on garment and figure
5. Scratchy- allergic   Nylon or wool - warm or cool
   Slippery - crawly   heavy or light
6. Reflects light - rough = dull   smaller or larger
   smooth = intense
   Cords - wales - velvets - velours
7. Bulky - stiff - smooth
8. Outlines figure
9. GOOD: smooth, dull   BAD: bulky, clingy, shiny

615 - 52a

I. Factors of clothing selection
E. Elements of design in clothing
3. Relationship of texture to figure types

PERSONAL CHARACTERISTICS CHART

As I See ______________________________
(name)

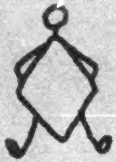
1. The shape of my body is:

a. tall and thin ______
b. short and thin ______
c. average and thin ______
d. tall and heavy ______
e. short and heavy ______

f. average and heavy ______
g. other(?) ______
h. top heavy ______
i. bottom heavy ______

2. My neck is:

a. thin ______ medium ______ plump ______
b. short ______ medium ______ long ______



3. My posture is: erect ______ slumped ______

4. My problem is to de-emphasize my:

waist ______
hips ______
thighs ______
large bust ______
small bust ______
stomach ______
heavy legs ______
skinny legs ______
big feet ______

wide shoulders ______
round shoulders ______
long arms ______
fat arms ______
face ______
neck ______
protruding derriere ______
other ______

615 - 53a

5. My most flattering color(s) is (are): ______________ because:

6. My most flattering line(s) is (are): ______________ because:

7. My most flattering texture(s) is (are): ______________ because:

8. I am:

a. quiet ______
b. poised (calm) ______
c. shy ______
d. vivacious (lively) ______
e. fidgety ______
f. outgoing ______

9. I prefer styles that are:

a. simple (plain) ______
b. dressy ______
c. casual (sporty) ______
d. tailored ______
e. other ______

I. Factors of clothing selection
    E. Elements of design in clothing
        3. Relationship of texture to figure types

QUIZ ON FACTORS OF CLOTHING SELECTION

Name ______________________

Circle the correct response:

T F 1. Clothing is an important factor in creating first impressions of people.
T F 2. Clothing expresses an individual's personality and reflects his/her mental attitude.
T F 3. Accuracy and detail of workmanship are more important than fit when purchasing a ready-made garment.
T F 4. To prevent wardrobe disaster when purchasing or making new clothes, keep in mind the occasion or activity you will use the garment for.
T F 5. Taking a wardrobe inventory does not help to determine the clothes you need.

Clothing identifies:

T F 6. sex (usually).
T F 7. race.
T F 8. job.
T F 9. age.

The following occupations can be identified by the individual's clothing:

T F 10. nurse
T F 11. teacher
T F 12. beautician
T F 13. secretary

615 - 54a

Clothing needs are influenced by:

T F 14. community.
T F 15. activities.
T F 16. wants.
T F 17. climate..

The responsibilities of you as a wardrobe manager are to:

T F 18. plan wardrobe purchases.
T F 19. make all clothing purchases.
T F 20. help keep clothes in good repair.
T F 21. keep clothes clean.

Neutral colors which are the basis of all wardrobes are:

T F 22. gold.
T F 23. brown.
T F 24. pink.
T F 25. navy.

QUIZ ON FACTORS OF CLOTHING SELECTION, continued

Place the correct letter from Column II in the blank at the left of Column I.

Column I

_____ 26. Acceptable type of clothing for a long period of time
_____ 27. All clothing available for one person to wear
_____ 28. Extreme designs or garments current for short periods of time
_____ 29. Prevailing mode of dress, may be acceptable for a year and show up at varying times in one's life
_____ 30. Pantsuits and pant outfits
_____ 31. Shrink tops
_____ 32. Cardigan tops (sweaters)
_____ 33. Includes hats, gloves, shoes, pantyhose, etc.

Column II

A. Fad
B. Fashion
C. Style
D. Wardrobe

* * *

Advantages of:

A. Self-made
B. Ready-made

_____ 34. More accurate fit
_____ 35. Time involved
_____ 36. Well constructed
_____ 37. Freedom to choose color, fabric, etc.
_____ 38. Individuality

Complete the following sentences:

39. The listing of one's clothes is called a wardrobe _____________.
40. An "adequate wardrobe" contains enough suitable clothing for your _____________.

615 - 55a

ANSWER KEY

1. T
2. T
3. F
4. T
5. F

6. T
7. F
8. T
9. T

10. T
11. F
12. T
13. F

14. T
15. T
16. F
17. T

18. T
19. F
20. T
21. T

22. F
23. T
24. F
25. T

26. C
27. D
28. A
29. B
30. B
31. A
32. C
33. D

34. A
35. B
36. A
37. A
38. A

39. inventory
40. activities

II. Techniques of clothing care
A. Techniques of clothing repair

RATE THE MENDING JOB

Name ______________________________

Scale: 1 - Needs improvement, 2 - Acceptable, 3 - Well-done.

1. Purpose: Decorative _____ Functional _____ Both _____ 1 2 3
2. Techniques used: Machine _____ Handworked _____ Both _____ 1 2 3
3. Skills and abilities: New to you ____ Variety of methods used ____ 1 2 3
4. Management - use of class time. 1 2 3
5. Effect or overall appearance. 1 2 3

	__	__	__
Totals -	5	10	15
	C	B	A

615 - 56a

II. Techniques of clothing care
B. Role of textiles

TEXTILE WORD SCRAMBLE

1.	OTNTCO	Versatile fiber, wrinkles easily	_ _ _ _ _ _
2.	ATECETA	Used for linings	_ _ _ _ _ _ _
3.	RONAY	Blends well	_ _ _ _ _
4.	SITCAOMPHRTEL	Melts	_ _ _ _ _ _ _ _ _ _ _ _ _
5.	OWLO	Warm, resilient	_ _ _ _
6.	TIXLEETS	Fabrics	_ _ _ _ _ _ _ _
7.	YNNOL	Strong, nonabsorbent	_ _ _ _ _
8.	NILNE	Absorbent, lint free	_ _ _ _ _
9.	CYLICRA	Soft, fuzzy	_ _ _ _ _ _ _
10.	KLSI	Luxurious	_ _ _ _
11.	RIBFE	Hair	_ _ _ _ _
12.	DYRPHHICOIL	Absorbent	_ _ _ _ _ _ _ _ _ _ _
13.	YHESTTCIN	Man-made	_ _ _ _ _ _ _ _ _
14.	RYAN	Made by twisting hairs	_ _ _ _
15.	RACNOD	Drip dry	_ _ _ _ _ _
16.	CORHPOYHIBD	Non-absorbent	_ _ _ _ _ _ _ _ _ _ _
17.	LORNO	Soft, warm	_ _ _ _ _
18.	URLATAN	Examples are animal and vegetable	_ _ _ _ _ _ _
19.	YOSTREELP	Wrinkle resistant	_ _ _ _ _ _ _ _ _

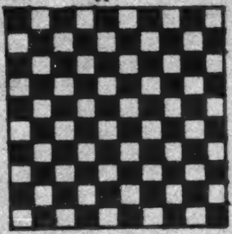
615 - 57a

ANSWER KEY
1. Cotton
2. Acetate
3. Rayon
4. Thermoplastic
5. Wool
6. Textiles
7. Nylon
8. Linen
9. Acrylic
10. Silk
11. Fiber
12. Hydrophilic
13. Synthetic
14. Yarn
15. Dacron
16. Hydrophobic
17. Orlon
18. Natural
19. Polyester

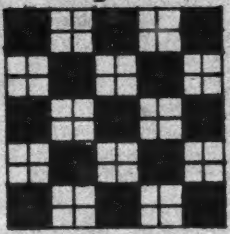
INSTRUCTIONS for CONSTRUCTING WEAVES

Cut colored strips of paper to illustrate the following weaves:

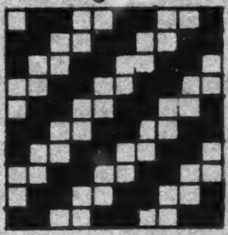
A



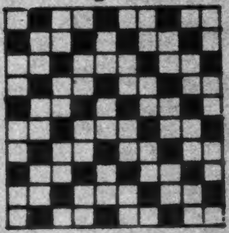
B



C



D



A. PLAIN WEAVE:

1. Pass a strip of colored paper over the first white strip, under the second, over the third, etc.
2. Pass a second colored strip under the first white strip, over the second, under the third and continue the same procedure until the paper is completely woven.

B. BASKET WEAVE:

1. Pass two colored strips over white strips 1 and 2, under 3 and 4, over 5 and 6, etc.
2. Place two colored strips under strips 1 and 2, over strips 3 and 4, and continue the same procedure with all strips until the weaving is completed.

C. TWILL WEAVE:

1. Place colored strip over white strip 1, under 2 and 3, over 4 and 5, continuing until line is complete.
2. Place colored strip over 1 and 2, under 3 and 4, etc.
3. Place colored strip under 1, over 2 and 3, and over and under each set of two white strips.
4. Place colored strip under 1 and 2, over 3 and 4, etc.
5. Same as Line 1.
6. Same as Line 2, etc.

D. HERRINGBONE WEAVE:

1. Weave colored strip under white strip 1, over 2, under 3 and 4, over 5, under 6 and 7, over 8, under 9.
2. Weave colored strip over 1, under 2 and 3, over 4, under 5, over 6, under 7 and 8, over 9.
3. Weave colored strip under 1 and 2, over 3, under 4, 5, and 6, over 7, under 8 and 9.
4. Same as Line 1.
5. Same as Line 2.
6. Same as Line 3.

II. Techniques of clothing care
C. Role of fabrics

QUIZ ON TEXTILES, FINISHES, AND WEAVES

Name ________________________________

Place the correct letter from the answers of Column II in the blank beside the definition in Column I.

Column I

____ 1. Fabric finishes with built-in body or stiffness
____ 2. Animal or plant sources made into fibers
____ 3. Term identifying less than 1% shrinkage free
____ 4. First name of a fiber
____ 5. Weave identified by two rows of yarns over and under two other rows
____ 6. Last name of a fiber
____ 7. Fabrics made of two or more fibers
____ 8. Man-made fibers
____ 9. Registered trademark symbol
____ 10. Fabrics with a raised surface

Column II

A. Basket
B. Blend
C. Generic Name
D. Napped
E. Natural
F. ®
G. Sanforized
H. Sizing
I. Synthetic
J. Tradename

Circle T or F.

T F 11. Synthetic fabrics melt at high temperatures.
T F 12. A twill weave used in a fabric makes the fabric strong and durable.
T F 13. Felting is done by fusing another fabric onto the back of a fabric.
T F 14. A plain weave is produced by weaving one thread over and one under with each row of yarns.
T F 15. A natural fiber that is weakened by strong soaps and detergents and high temperatures is silk.
T F 16. Finishes applied to fabrics and garments never wear off.
T F 17. The most comfortable, versatile, natural fiber is orlon.
T F 18. A fabric that may pill with wear is an acrylic.
T F 19. A fiber that absorbs a lot of moisture before it feels wet is spandex.
T F 20. Chlorine bleach is safely used on spandex and nylon fibers.

615 - 59a

ANSWER KEY

1. H
2. E
3. G
4. J
5. A
6. C
7. B
8. I
9. F
10. D

11. T
12. T
13. F
14. T
15. T
16. F
17. F
18. T
19. F
20. F

LABELS - YOUR GUIDE TO SATISFACTION

Name ______________________________

1. Labels give you the right to be informed and include the following:

   a.

   b.

   c.

   d.

2. What forms may labels take?

   a.

   b.

   c.

   d.

   e.

615 - 50a

3. There are four main types of labels. List the purposes and information each of them contain.

   A. Informative -

   B. Brand -

   C. Certification -

   D. Union -

4. Certain legislation has been passed recently to aid the consumer and the businessman with products through labeling.

   A. What is the purpose of the Permanent Care Labeling Rule?

   B. What is the Textile Fibers Products Identification Act?

   C. Which items are exempt from the above act?

LABELS - YOUR GUIDE TO SATISFACTION - ANSWER KEY

1. a. Identifies the product and name
   b. Helps the consumer make decisions
   c. Helps the businessman in the sale of the product
   d. Helps the consumer care for the product

2. a. Identification is printed on roller, wrapper or bolt, box, etc.
   b. Woven or printed on selvage edge
   c. Labels are pasted on the merchandise.
   d. On hang tags
   e. Sewn into ready-made or hand-made garment

3. A. Informative - gives fabric-fiber content, construction, finish, care, sizes, manufacturer, performance
   B. Brand - mark, design, symbol, word, trademark to identify the goods of manufacturer or seller
   C Certification - on tested garments; indicating a "seal of approval"
   D. Union - the product was made under "fair working conditions"

4. A. Care and maintenance of product is stated; guaranteed for the life of garment; identifies things to be aware of or avoid; information must be made readily accessible to the user.
   B. Fiber is identified by its generic name on the label and/or hang tag.
   C. Anything under $3.00 or less
      Household textiles
      Footwear
      Headgear
      Non-textile products

615 - 61a

III. Principles of garment construction
A. Principles of patter selection

FIGURE TYPES AND PATTERN MEASUREMENTS QUIZ

Name ______________________________

Circle T or F.

T F 1. Your figure type is based on your height and back waist length measurement.
T F 2. Personal measurements are taken over a sweater and blue jeans.
T F 3. Choose a pattern size for a top or blouse by your waist measurement.
T F 4. There is a specific amount of ease built into a pattern to allow you to move easily.
T F 5. Bust measurements are taken 2 incnes above the fullest part of the bust.
T F 6. Back waist length is measured from the prominent back neck bone down to the natural waist in back.
T F 7. Crown or "point" of bustline measurement is taken from front collar bone to the point of the bustline.
T F 8. Hip measurement for choosing a correct size is 3 inches down from the waistline.

Place the correct letter of the figure type into the blank at the left of th pattern characteristic.

_____ 9. About 5'4" to 5'5" which are designed for a figure that is slightly shorter than the Misses; well developed figure with a shorter waist length than Misses
_____ 10. About 5'5" to 5'6" which are designed for a figure that is well-proportioned and well developed in all areas; considered the "average" figure type
_____ 11. About 5'1" to 5'3" which are designed for the developing teen and pre-teen figure; has a small high bust and the waistline is larger in proportion to the bust line
_____ 12. About 5' to 5'1" which are designed for a short well-developed figure with a small body build; shortest waist length of all pattern types
_____ 13. About 5'2" to 5'3" which are designed for a fully developed, shorter figure; narrow in shoulders with slightly larger waist in proportion to bust
_____ 14. About 5'2" to 5'4" which are designed for the well-developed, well-proportioned short figure
_____ 15. About 5'5" to 5'6" which are designed for the larger and for fully mature figure; has a fuller back with a longer back waist length

A. Half-size
B. Junior
C. Junior Petite
D. Misses
E. Miss Petite
F. Women's
G. Young Jr/Teen

615 - 62a

ANSWER KEY
1. T
2. F
3. F
4. T
5. F
6. T
7. F
8. F
9. B
10. D
11. G
12. C
13. A
14. E
15. F

III. Principles of garment construction
B. Types of appropriate fabrics and notions

Study Guide for

"HOW TO SELECT FABRICS FOR GARMENTS"

What are some questions to ask yourself when selecting the fabric?

1.
2.
3.
4.
5.
6.
7.

Where can you as a consumer look for information to answer some of the above questions?

What facts are found on the board end label?

1.
2.
3.
4.
5.
6.
7.
8.

615 - 63a

When listing the fiber content, what is also stated if the fiber is man-made?

What is meant by the finish of a fabric?

How is shrinkage usually stated?

What is grain?

What will happen to the appearance of a skirt if the lengthwise and crosswise threads of the fabric are not at right angles to each other?

Can a yard of fabric in which the grain is off 2 inches be straightened?

What are some ways to test the fabric for its acceptability in the end use?

1.

2.

3.

III. Principles of garment construction

B. Types of appropriate fabrics and notions

FABRIC FACT SHEET

Name ____________________

Figure Type ____________________

Pattern Size ____________________

Pattern Number ____________________ View or Style ____________________

Name of fabric ____________________

Fiber content ____________________ Manufacturer ____________________

Finishes or other notations on the label:

Fabric weave ____________________

Price of fabric per yard ____________________ Width of fabric ____________________

Amount of fabric needed __________ yards Where purchased ____________________

What is the dominant line in your pattern? ____________________

Is this suitable to your figure type? Why?

The color of the fabric compliments your _____ hair; _____ eyes; _____ skin.

Does the difficulty of the pattern match your sewing ability? ____________________

Does the fabric suit your pattern? ____________________

Cost of pattern $____________________

Total cost of fabric $____________________

Cost of lining; interfacing $____________________

Cost of notions $____________________ Total cost of garment $____________________

Attach sample of fabric here

Draw sketch of pattern here

615 - 64a

III. Principles of garment construction
C. Role of equipment and sewing terms

EQUIPMENT "SPELLDOWN"

Divide class into two teams. Line up each team opposite each other. All players begin standing up. A question is given to the member of team A. If she/he answers correctly, another question is asked of the first person of team B. This continues until a question has been missed. When this occurs that person must sit down, and the same question is then given to the next member of the opposing team. If the same question is missed again, the question is retired for the game, or it may be given to the group for general reference. The game continues until the last person remains standing and is declared the winner. Perhaps a prize such as a notion or equipment could be given.

The scoring could also work on a point system with each team given a point for each correct answer. The team with the most points at the end of the questioning wins the game.

615 - 65a

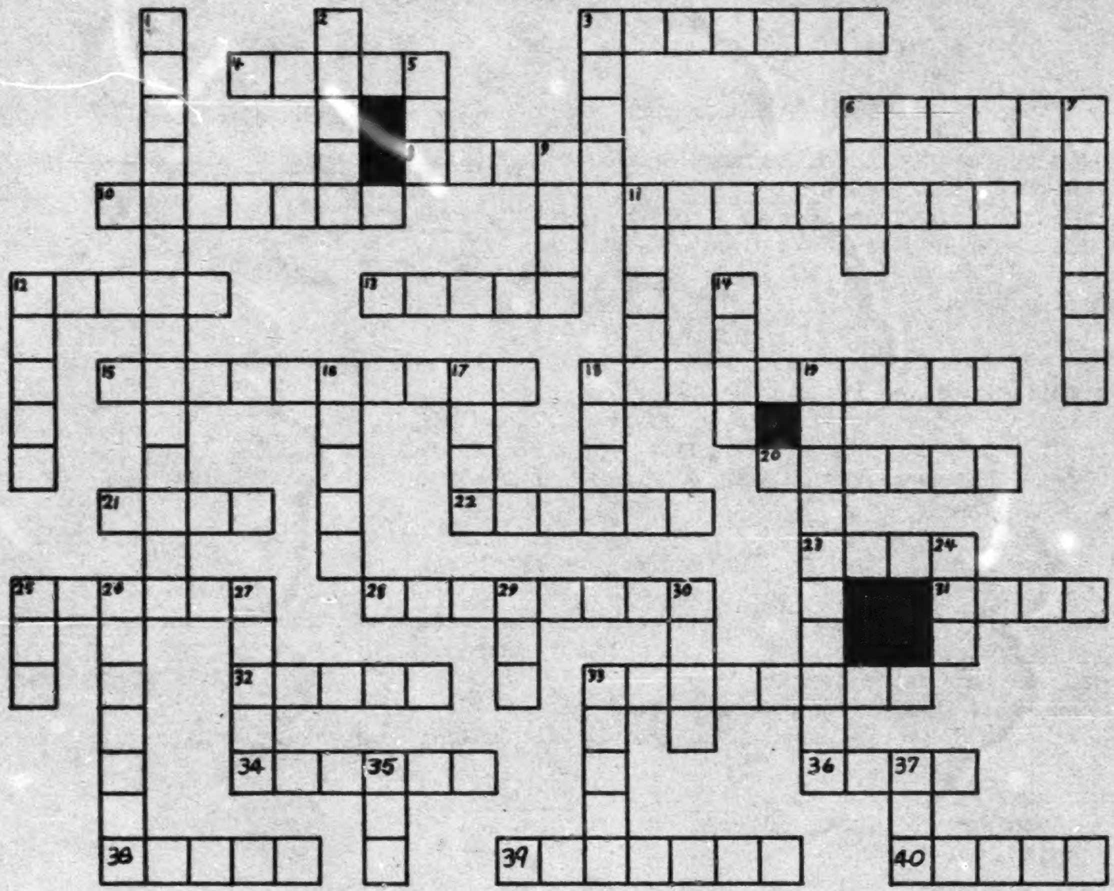
Note to teachers:

Make up a list or use cards. Use names of equipment, have the players identify specific equipment, associate the use with the piece of equipment, or spell the names of equipment. Mix these up, or put in order of difficulty.

III. Principles of garment construction

C. Role of equipment and sewing terms

CLOTHING CUES



615 - 66a

ACROSS:

3. In a row of stitches, the relationship of the top thread to the bobbin thread is called __________.
4. Folds of fabric stitched to give shape to a garment, wide at one end and coming to a point at the other, are called __________.
6. Pinking and stitching are examples of a seam __________.
8. On a white garment, the color thread which would be used for the staystitching is __________.
10. Trimming seam allowances, facing and interfacing to different widths after they have been stitched is called __________.
11. The 5/8" portion of a garment from the cutting line to the seam line is called the seam __________.
12. To make a temporary stitch is to __________.
13. A skirt constructed of bonded fabric does not need to be __________.
15. The stitch through a single thickness of fabric around edges to prevent stretching is called __________.
18. To avoid a seam or dart impression showing on the right side of the finished garment, __________ can be placed between the seam and the garment when pressing.
20. Vertical darts are pressed toward the __________ of the garment.
21. The ability of a seam or fabric to yield to force or pressure without breaking or tearing is referred to as __________.
22. In a heavy woolen fabric, the edge of the facing can be _______ and edgestitched.
23. One type of stitch used in hand hemming is called a __________ stitch.
25. As soon as the shoulder seams are stitched, the garment should be placed on a _______.

CLOTHING CUES CROSSWORD PUZZLE, continued

ACROSS:

28. A seam which has the raw edges bound with stitches is said to be __________.
31. The seam allowance is usually 5/8 of an __________.
32. A tool for measuring is a __________.
33. Implements used to trim and cut threads are called __________.
34. A lower number denotes a stronger and coarser type of __________.
36. Drapability is called __________.
38. All needles, pins, and cutting tools should be __________.
39. Zippers, buttons, and seam tape are examples of __________.
40. Special equipment is needed to __________ velvet and other napped fabrics.

DOWN:

1. Stitching that anchors the facing to the seam allowance to prevent the facing from rolling to the right side is called __________.
2. When laying out a pattern, it is essential to place all pieces on the __________ of the fabric for best shape retention.
3. A 45° angle formed on the exact diagonal of the fabric is called the ______ bias.
5. To stitch is to __________.
6. To ravel is to __________.
7. To a large degree, fashion influences the length of the __________.
9. At the point of a dart, the threads may be __________.
11. To change a garment to correspond to individual body measurements is to __________.
12. Quality garments often have __________ buttonholes.
14. Horizontal darts are pressed __________.
16. To decrease width or thickness gradually is to __________.
17. A short snip into the seam allowance to within 1/16" of the stitching line is called a __________.
18. The purpose of grading is to eliminate __________.
19. When pressing the right side of a garment, shine can be prevented by using a _____.
24. A technique used to save time is __________ fitting.
25. The piece of equipment used for pressing darts which helps to shape them is called a tailor's __________.
26. The numbered V-shaped cutouts on the edge of the pattern pieces are called ______.
27. Pattern markings should not be made on the __________ side of the fabric.
29. Seam finishes are methods of treating __________ edges.
30. To cut away part of the seam allowance is to __________.
33. The zipper is inserted after the bodice and __________ are joined.
35. A type of fastener frequently used at the neckline is the hook and __________.
37. A pattern is laid out in one direction if the fabric has a __________.

615 - 67a

ANSWER KEY

ACROSS:

3. tension
4. darts
6. finish
8. white
10. grading
11. allowance
12. baste
13. lined
15. staystitch
18. brown paper
20. center
21. give
22. pinked
23. slip
25. hanger
28. overcast
31. inch
32. gauge
33. scissors
34. thread
35. hand
38. sharp
39. notions
40. press

DOWN:

1. understitching
2. grain
3. true
5. sew
6. fray
7. hemline
9. tied
11. alter
12. bound
14. down
16. taper
17. clip
18. bulk
19. presscloth
24. pin
25. ham
26. notches
27. right
29. raw
30. trim
33. skirt
35. eye
37. nap

III. Principles of garment construction
C. Role of equipment and sewing terms

CLOTHING REVIEW TEST

Name ______________________________ Hour __________ Date __________
Total Points ____60____ Number Correct __________ Grade Earned __________

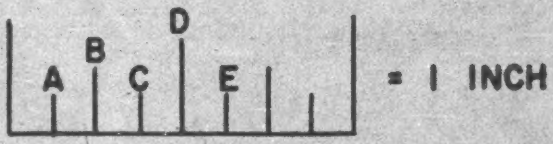
Circle T or F.

T F 1. Patterns have built-in room for ease of movement.
T F 2. Measure around the fullest part of the upper arm to find the girth.
T F 3. To find the back width, measure across the back, 2" below the prominent neck bone.
T F 4. Miscellaneous items needed for sewing are listed on the pattern envelope as "extras".
T F 5. A good choice for a beginning clothing project is a plaid.
T F 6. A definite up and down direction in the fabric is called a nap.
T F 7. When a thread is pulled completely across the fabric, the fabric is thread straight.
T F 8. Fabric is grain perfect when the threads are at 90° angles.
T F 9. The type of needles used for hand sewing is Crewel.
T F 10. The longest stitch on the sewing machine is used for basting.
T F 11. The standard seam allowance is 1/2 inch.
T F 12. The bulk of the fabric is placed toward the inside of the sewing machine when stitching.
T F 13. Press horizontal darts toward the center of the garment.
T F 14. The material that covers the zipper is called a lap.
T F 15. Sew buttons with a double thread.
T F 16. Thread the sewing machine needle from the side of the last thread tension.
T F 17. The part of the sewing machine that moves the fabric is the presser foot.
T F 18. The lines on the throat plate are guides for the stitch length.
T F 19. If a machine is jammed, look for thread caught in the bobbin case.
T F 20. Once or twice a year, oil the motor of the sewing machine.

615 - 68a

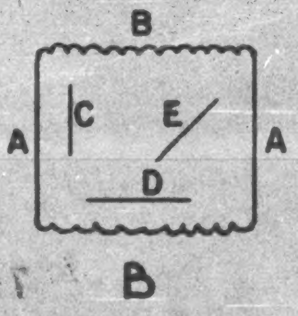
Identify the parts of an inch in the diagram by placing the correct letter in the blank to the left of the question.

_____ 21. 5/8"
_____ 22. 1/4"
_____ 23. 1/8"
_____ 24. 1/2"



Identify the parts of fabric in the diagram by placing the correct letter in the blank to the left of the question.

_____ 25. Bias
_____ 26. Crosswise thread
_____ 27. Lengthwise thread
_____ 28. Raw edge
_____ 29. Selvage



Match the pieces of equipment with their use by placing the correct letter in the blank to the left of the question.

Use

____ 30. Presses pleats; seams in collars, cuffs
____ 31. Presses darts and curved seams
____ 32. Measures short distances
____ 33. Transfers pattern markings

Equipment

A. Gauge
B. Point presser/pounding block
C. Seam roll
D. Tailor's ham
E. Tracing wheel

Match the sewing terms with the definitions by placing the correct letter in the blank to the left of the question.

Definitions

____ 34. Temporary stitching
____ 35. Prevents facing from rolling
____ 36. Eliminates bulky seam allowances
____ 37. Seam finish for fabrics that ravel

Terms

A. Basting
B. Grading
C. Topstitching
D. Understitching
E. Zig zag

Match the sewing problem with the possible cause by placing the correct letter in the blank to the left of the question.

____ 38. Breaking needles
____ 39. Needle thread breaks
____ 40. Fabric doesn't move
____ 41. Skipping stitches

A. Blunt or burred needle
B. Hitting pins or loose presser foot
C. Needle in backwards
D. Lower tension too tight
E. Stitch regulator set on 0 or neutral

615 - 69a

Darts are pointed tucks that shape a garment to fit the curves of the body. Circle T or F for each of the following statements concerning darts.

T F 42. Sew from wide end to point.
T F 43. Sew from point to wide end.
T F 44. Backstitch at both ends.
T F 45. Backstitch at wide end; tie knot at pointed end.

Which of the following are guidelines in a well-constructed hem? Circle T or F.

T F 46. Hand stitches are evenly spaced.
T F 47. Hem hangs evenly from the floor.
T F 48. Hem is stitched with double thread.
T F 49. Hem lies flat.

Check the best choice for each of the following questions or statements.

50. Jane is 5'4", with a well-proportioned, but short-waisted figure. Which figure type best describes her?

____ A. Misses
____ B. Junior
____ C. Junior Petite
____ D. Miss Petite

51. Alice is 5', with a tiny, but well-proportioned figure. Which figure type best describes her?

_____ A. Misses
_____ B. Young Junior/Teen
_____ C. Miss Petite
_____ D. Junior Petite

52. Sarah is having her measurements taken for class. She is unsure of her back waist length. Would you instruct her to measure the distance

_____ A. across the widest part of the back?
_____ B. from her neck to the desired skirt length?
_____ C. from her prominent back neck bone to her waist?
_____ D. from her neck to the floor?

53. Margie's measurements are: bust 33½, waist 25, and hips 35½ inches. What pattern size would fit her best?

_____ A. 10
_____ B. 12
_____ C. 14
_____ D. 16

	10	12	14	16
Bust	32½	34	36	38
Waist	25	26½	28	30
Hips	34½	36	38	40

54. Which is not a factor in determining the amount of fabric to purchase?

_____ A. Style or view
_____ B. Width of fabric
_____ C. Size of pattern
_____ D. Length of fabric

Use the chart below to answer questions 55 and 56.

	9/10	11/12	13/14
View 1			
35 or 36" without nap	1 5/8	1 3/4	1 3/4
35 or 36" with nap	1 3/4	1 3/4	1 3/4
44 or 45" without nap	1 1/8	1 1/4	1 3/8
View 2			
35 or 36" without nap	2	2 1/4	2 3/8
44 or 45" without nap	1 5/8	1 3/4	1 7/8
54 or 60" without nap	1 1/4	1 1/4	1 3/8

55. How much fabric is needed for View 2, size 13/14, with 45" wide fabric?

_____ A. 1 7/8 yds.
_____ B. 2 yds.
_____ C. 1 3/4 yds.
_____ D. 1 3/8 yds.

56. How much fabric is needed to make View 1, size 9/10, with 36" wide corduroy?

_____ A. 1 5/8 yds.
_____ B. 1 3/4 yds.
_____ C. 2 yds.
_____ D. 1 1/8 yds.

CLOTHING REVIEW TEST, continued

57. Which of the following statements best describes the purpose of staystitching?

_____ A. Controls stretching
_____ B. Adds decoration
_____ C. Prevents raveling
_____ D. Joins two pieces of fabric

58. Which is not the probable cause of your sewing machine unthreading when beginning to sew?

_____ A. Machine is incorrectly threaded.
_____ B. Thread is too fine.
_____ C. Thread take-up is not at highest point.
_____ D. Needle is in backwards.

59. The type of sewing machine needle used with woven fabrics is

_____ A. ballpoint.
_____ B. wedge.
_____ C. sharps.
_____ D. regular.

60. Test for balance of tension by stitching diagonally across a folded piece of material. Gently pull until thread breaks. Which of the following statements is not true?

_____ A. If top thread breaks, upper tension is tighter than lower.
_____ B. If lower thread breaks, upper tension is tighter than lower.
_____ C. If both threads break, tension is balanced top and bottom.
_____ D. If neither break, tension is balanced top and bottom.

615 - 71a

ANSWER KEY

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. T
9. F
10. T
11. F
12. F
13. F
14. T
15. T
16. F
17. F
18. F
19. T
20. F

21. E
22. B
23. A
24. D
25. E
26. D
27. C
28. B
29. A

30. B
31. D
32. A
33. E

34. A
35. D
36. B
37. E

38. B
39. A
40. E
41. C

42. T
43. F
44. F
45. T
46. T
47. T
48. F
49. T

50. B
51. D
52. C
53. B
54. D
55. A
56. B
57. A
58. B
59. D
60. B

III. Principles of garment construction
D. Techniques of sewing machine care

SEWING MACHINE MAINTENANCE

CHECK SHEET

YES	NO	
☐	☐	1. Select right size/type needle.
☐	☐	2. Needle is neither bent, blunt, nor burred.
☐	☐	3. Insert needle with long groove facing last thread guide.
☐	☐	4. Push needle all the way up in clamp and be sure needle is in the correct way.
☐	☐	5. Tighten clamp screw.
☐	☐	6. Raise presser bar lifter to release pressure on tension discs.
☐	☐	7. Needle thread is between tension discs.
☐	☐	8. Thread flows freely from spool pin.
☐	☐	9. Wind bobbin properly (follow specific instructions for the particular machine).
☐	☐	10. Be sure bobbin is not bent, chipped, or scratched.
☐	☐	11. Thread bobbin case correctly (consult specific directions in instruction book).
☐	☐	12. Raise bobbin thread through the needle hole in the throat plate.
☐	☐	13. Place both needle and bobbin threads under the presser foot and draw them diagonally to the right and back of the needle, making sure enough thread has been pulled through to start a seam.
☐	☐	14. Hold thread ends firmly for a few stitches when you start to sew.
☐	☐	15. Make a straight stitch test seam in a scrap of fabric using two different colors of thread, before you start your project. This will help to check tension.
☐	☐	16. The machine is threaded properly. This is the major cause of problems.
☐	☐	17. Presser foot pressure is correct.
☐	☐	18. Machine is cleaned and oiled periodically.
☐	☐	19. The bobbin area is free from all lint and threads after each class.

615 - 72a

III. Principles of garment construction
D. Techniques of sewing machine care

SEWING MACHINE QUIZ

Name ______________________________

MATCHING:

_____ 1. adjusts the thread as it goes in and out of the material.
_____ 2. where the spool of thread is placed.
_____ 3. holds the thread in place as it moves to the parts of the machine.
_____ 4. regulates the pull of the upper thread to keep a balanced stitch.
_____ 5. covers the machinery of the sewing machine were the bobbin thread comes through.
_____ 6. has teeth to push the material along as you sew.
_____ 7. holds the fabric against the feed dog.
_____ 8. is last part of machine thread passes through.
_____ 9. is located on the right side of the machine and goes around as the machine is powered.
_____ 10. fills the bobbin with thread.
_____ 11. stops the machine from sewing.
_____ 12. regulates the length of the stitch.
_____ 13. lowers the presser foot.
_____ 14. contains the lower thread.
_____ 15. adjusts the speed of the machine.

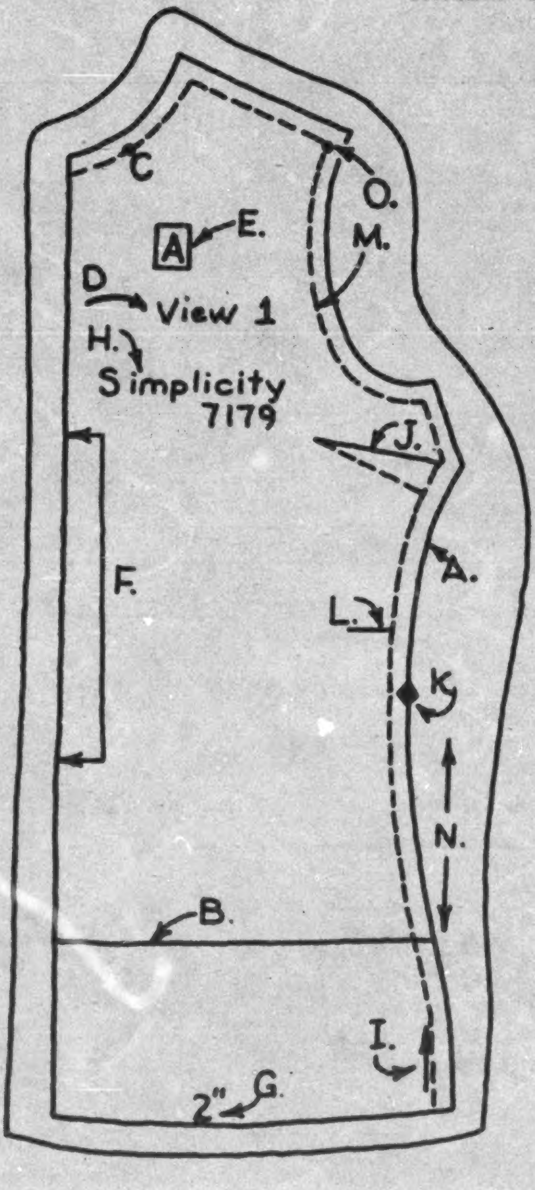
A. Presser bar lifter or lever
B. Take-up lever
C. Bobbin
D. Feed dog
E. Stop motion screw
F. Bobbin winder
G. Thread guide
H. Knee lever or foot pedal
I. Needle
J. Stitch regulator
K. Hand wheel
L. Presser foot
M. Throat plate
N. Spool pin
O. Tension

615 - 73a

ANSWER KEY
1. B
2. N
3. G
4. O
5. M
6. D
7. L
8. I
9. K
10. F
11. E
12. J
13. A
14. C
15. H

III. Principles of garment construction
  F. Techniques of construction
    1. Techniques of preparation, layout, cutting, and marking of fabric

PATTERN SYMBOLS PRE-TEST



Name ______________________________

Place the letter of the correct pattern marking in the blanks.

_____ 1. Hem allowance

_____ 2. Place on fold marking

_____ 3. Style number

_____ 4. Dart fold line

_____ 5. Pattern margin

_____ 6. Directional cut, stitch and press arrow

_____ 7. Dot for attaching collar

_____ 8. Notch

_____ 9. Alteration line

_____ 10. Cutting line

_____ 11. Identification letter

_____ 12. Natural waistline

_____ 13. View number

_____ 14. Dot for attaching sleeve

_____ 15. Seam allowance

615 - 74a

ANSWER KEY

1.	G	6.	I	11.	E
2.	F	7.	C	12.	L
3.	H	8.	K	13.	D
4.	J	9.	B	14.	O
5.	N	10.	A	15.	M

III. Principles of garment construction

F. Techniques of construction

RATING SCALE FOR CONSTRUCTION PROCESSES

Name ______________________________

Each of the following areas can be rated on a scale of 1-5. 1 is the lowest rating; 3 is average; 5 is the highest.

1. FRENCH SEAM:

			(Circle One)
a.	First seam more or less than 1/4"	First seam even 1/4"	1 2 3 4 5
b.	Seam not folded evenly on stitching line	Seam folded on stitching line	1 2 3 4 5
c.	Seam width incorrect	Seam even 3/8"	1 2 3 4 5

2. FLAT-FELLED SEAM:

a.	Fell uneven width	Fell even width	1 2 3 4 5
b.	Under fabric pleated	Under fabric flat	1 2 3 4 5
c.	Stitching too far from edge	Stitched closely to edge	1 2 3 4 5

3. CROCHETED CARRIERS:

a.	Chainstitch too loose	Chain tight, even	1 2 3 4 5
b.	Not securely fastened	Securely fastened	1 2 3 4 5
c.	Not next to seam line	Next to seam line	1 2 3 4 5

4. BIAS STRIP:

a.	Strip incorrectly or unevenly cut	Strip correctly and evenly cut	1 2 3 4 5
b.	Poorly stitched, not 1/4"	Correctly stitched, 1/4"	1 2 3 4 5
c.	Seam not pressed open	Seam pressed open	1 2 3 4 5

5. COLLAR:

a.	Seams uneven	Seams even, smooth	1 2 3 4 5
b.	Seams poorly graded	Seams well graded	1 2 3 4 5
c.	Seams poorly notched	Seams well notched	1 2 3 4 5
d.	Edges poorly or not basted together	Edges correctly basted together; top collar 1/8" down	1 2 3 4 5

6. SLEEVE PLACKET:

a.	Strip poorly attached	Strip correctly attached	1 2 3 4 5
b.	Hand stitches too loose or visible	Hand stitches hidden	1 2 3 4 5
c.	Incorrectly lapped and pressed	Correctly lapped and pressed	1 2 3 4 5

615 - 75a

III. Principles of garment construction
F. Techniques of construction

GARMENT RATING SCALE

Name ______________________________

Each of the following areas can be rated on a scale of 1-5. 1 is the lowest rating; 3 is average; 5 is the highest.

	(Circle One)
1. FABRIC:	
a. Plain or all-over print	1 2 3 4 5
b. Cotton or cotton/blend	1 2 3 4 5
c. Fabric suited to pattern	1 2 3 4 5
2. SEAMS:	
a. 5/8", stitched evenly	1 2 3 4 5
b. Pressed open flat or in correct direction	1 2 3 4 5
c. Edge finished neatly and correctly for fabric	1 2 3 4 5
3. DARTS:	
a. Even and correct length	1 2 3 4 5
b. Tapered evenly to end	1 2 3 4 5
c. Tied in knot at end	1 2 3 4 5
d. Pressed in correct direction	1 2 3 4 5
4. INTERFACING:	
a. Weight suitable for fabric	1 2 3 4 5
b. Correctly attached	1 2 3 4 5
c. Trimmed to eliminate bulk	1 2 3 4 5
5. FACINGS:	
a. Even width	1 2 3 4 5
b. Edges finished correctly and neatly	1 2 3 4 5
c. Seams graded and clipped	1 2 3 4 5
d. Understitched 1/16" from seam	1 2 3 4 5
e. Tacked neatly at seams	1 2 3 4 5
6. GATHERS and PLEATS:	
a. Evenly spaced	1 2 3 4 5
b. Pressed correctly	1 2 3 4 5
7. COLLAR:	
a. Smooth, even seam	1 2 3 4 5
b. Seam graded and clipped and/or notched	1 2 3 4 5
c. Even width	1 2 3 4 5
d. Under collar not visible	1 2 3 4 5
e. Matched to centers front and back	1 2 3 4 5
f. Pressed flat and free from wrinkles	1 2 3 4 5
8. SLEEVES:	
a. Placed in correct side	1 2 3 4 5
b. Cap eased correctly (smoothly or evenly gathered; pleated)	1 2 3 4 5
c. Seam stitched evenly	1 2 3 4 5
d. Hem even and stitched properly (cuff or elastic)	1 2 3 4 5
e. Seams finished	1 2 3 4 5

615 - 76a

GARMENT RATING SCALE, continued

9. **ZIPPER:**
   - a. Evenly stitched lap 1 2 3 4 5
   - b. Lies flat 1 2 3 4 5
   - c. Zipper and tab covered 1 2 3 4 5
   - d. Fastener used at top 1 2 3 4 5

10. **HEM:**
    - a. Even and correct width 1 2 3 4 5
    - b. Fullness eased in 1 2 3 4 5
    - c. Edge finished correctly; neatly for fabric 1 2 3 4 5
    - d. Hand stitches evenly spaced with single thread 1 2 3 4 5
    - e. Hand stitches "invisible" on outside 1 2 3 4 5
    - f. Pressed flat 1 2 3 4 5

11. **ACCESSORIES:**
    - a. Pockets - well placed; evenly stitched 1 2 3 4 5
    - b. Belts or ties - evenly stitched 1 2 3 4 5
    - c. Trim - correctly placed; evenly stitched 1 2 3 4 5
    - d. Fasteners - placed correctly; stitched neatly and correctly
      - 1) Buttons 1 2 3 4 5
      - 2) Snaps 1 2 3 4 5
      - 3) Hooks and eyes 1 2 3 4 5
    - e. Buttonholes - neat and even; correctly placed 1 2 3 4 5
    - f. Other 1 2 3 4 5

Grade = ________

APPEARANCE:
- a. Fits well - neither too tight or loose 1 2 3 4 5
- b. Sleeves even and correct length 1 2 3 4 5
- c. Pressed neatly 1 2 3 4 5
- d. Threads trimmed 1 2 3 4 5

Grade = ________

TIME MANAGEMENT:
- a. Used class time wisely 1 2 3 4 5
- b. Had all necessary materials and equipment 1 2 3 4 5

Grade = ________

COMMENTS:

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615 - 78a

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615 - 79a

FOCUS ON TEEN-LIFE: CLOTHING AND HOUSING 615	9 1 sem
Open to boys and girls	

FOCUS ON TEEN-LIFE: HOUSING

Students at this age like to express individuality and independence in planning room decor. They are establishing priorities in the use of money in the selection of room furnishings.

This unit is designed to introduce elements and principles of design as applied to interior decorating and to incorporate these into the selection of basic furnishings. Careers related to housing are introduced.

Conceptual Structure

FOCUS ON TEEN-LIFE: HOUSING

I. Importance of personality of a room

II. Elements of design
  A. Principles of using color
  B. Principles of using line
  C. Effect of texture

III. Principles of design

IV. Use of basic furnishings
  A. Styles of furniture
  B. Principles of furniture arrangement
  C. Selection of accessories

V. Choices of background treatments
  A. Types of background treatments
  B. Types of window treatments
  C. Importance of appropriate lighting

VI. Introduction to careers in interior decorating

Major Concept I   Importance of personality of a room
Major Objectives I Comprehends importance of personality of a room.
Acquaints self with personality of own room.

Performance Objectives
The student will
1. describe personality of own room.
2. summarize meaning of own room.

Generalization: A teenager's room may be an expression of self.

Content	Learning Experiences	Evaluative Experiences
A teenager's bedroom is used for many purposes.	Complete questionnaire to survey own room. (Appendix)	
	Brainstorm - uses of bedroom, i.e., studying, eating, dressing, grooming, entertaining.	List present areas in own room and those desired.
Rooms have personalities, i.e., neat and clean, messy or unorganized, feminine, frilly, lacy, plain, casual, cheerful, refreshing, shiny, bright, bold, daring, mysterious.	Discuss ways to create personality in a room, i.e., bulletin boards, hobby centers, accessories.	Describe personality of own room and compare with own personality.
		Write a summary of "What My Room Means to Me", i.e., "home", being me, privacy, personal thing, security, place to be alone, place to go when grounded, upset, angry, write letters, watch TV, listen to music, use phone, relax, read, sleep, get myself together.

S

Major Concept II Elements of design
Major Objective II Applies elements of design.

Concept A Principles of using color
Objectives A Applies principles of using color.
Acquaints self with principles of using color.

Performance Objectives
The student will
1. select and label examples of color harmonies.
2. explain own color personality.
3. use basic color harmonies to create optical illusions.

Generalization: The use of creative color combinations will vary in room decor.

Content	Learning Experiences	Evaluative Experiences
Colors are classified, i.e., families, qualities, harmonies, divisions.	Take pre-test on color to determine knowledge of color principles. (Appendix) View and discuss possible sources of color schemes for use in a room.	Discuss pre-test using a color wheel and pictures as illustrative examples.
Color has psychological effects.	Complete sheet on color associations to become aware of own feelings of colors. (Appendix)	State favorite color. Read sheet on color meaning and symbols to become acquainted with color profile. (Appendix)
Color creates optical illusions.	Read handout "Guides in Using Color in the Bedroom". (Appendix)	View and discuss examples of optical illusions created through the use of color.
Comprehension of color principles enables one to apply them in home decorating.	Color prepared picture of hypothetical bedroom using one of the three basic color harmonies in creating optical illusions, i.e., size of room, height of ceilings, mood,	Discuss and display the results of the colored pictures.

Content	Learning Experiences	Evaluative Experiences
	masculine or feminine, texture. (Appendix)	

Concept B Principles of using line

Objectives B Comprehends principles of using line.
Acquaints self with principles of using line.

Performance Objectives
The student will
1. identify kinds of lines.
2. give examples of psychological effects of line.

Generalization: Dominant lines in a room will portray various feelings to the observer.

Content	Learning Experiences	Evaluative Experiences
The line of a room refers to the dominant directions or the outline of a shape or space.	Chalk talk on the basic lines found in decorating, i.e., vertical, horizontal, diagonal, curved.	Identify different kinds of lines used in decorating, i.e., horizontal - bed, davenport vertical - drapes, windows diagonal - furniture, drapes curved - pleats, ruffles
Each type of line has a psychological effect on a room.	Read handout on the psychological association of lines. (Appendix)	Label the following lines on a mounted picture of a bedroom: vertical, horizontal, curved, diagonal. Explain the effect each line has on the observer.

Concept C Effect of texture
Objective C Applies the effect of texture.

Performance Objectives
The student will
1. select and label examples of textures.
2. explain how texture affects total room decor.
3. match textures to furniture styles.

Generalization: Textures can affect the appearance, mood, and style of a room.

Content	Learning Experiences	Evaluative Experiences
Texture is an element of design which can be felt, as well as seen.	Read reference dealing with the description and functions of texture. (Bibliography)	Find examples of textures. Mount and label each example.
Textures include fabrics and finishes as well as other building materials (wood, stone, metal).	Popcorn session on textures and their effects in present classroom.	List the textures one can see and feel in own room and describe how each affects the object and total room decor.
The textures used reflect the style of the room.	View pictures of rooms. Discuss the correlation of the style of the rooms and textures used.	Match texture swatches being passed around to a particular style of room.

Major Concept III Principles of design
Major Objective III Comprehends principles of design.

Performance Objectives
The student will
1. identify the principles of design.
2. gives examples of effective use of design principles in room decor.

Generalization: The effective use of the principles of design will result in pleasing room decor.

Content	Learning Experiences	Evaluative Experiences
The principles of design are balance, proportion, rhythm, emphasis and harmony.	Read and complete handout to become acquainted with the principles of design. (Appendix)	Discuss study sheets related to the principles of design.
	View visuals on effective use of the principles of design for beauty.	Select one principle of design and illustrate effective use of the principle in own room.
The design principles are time-tested laws that help achieve pleasing effects in home furnishings.	Listen to resource person explain the use of design principles in decorating.	Take quiz related to the use of design principles. (Appendix)

Major Concept IV Use of basic furnishings
Major Objective IV Applies knowledge in use of basic furnishings.

Concept A Styles of furniture
Objective A Differentiates between styles of furniture.

Performance Objectives
The student will
1. describe the basic characteristics of the four furniture styles.
2. give one example of each furniture style.

Generalization: An individual's personality has an effect on the style of furniture preferred.

Content	Learning Experiences	Evaluative Experiences
There are several general furniture styles, i.e., Early American, Traditional, Modern, Contemporary, Mediterranean, modular.	Read reference on basic characteristics of the furniture styles. (Bibliography)	Chalk talk of basic characteristics of furniture styles.
	View examples of the furniture styles.	Find and label one example of each furniture style. Refer to line, texture and form previously studied to identify characteristics emphasized in each style.
Personality is a factor in the selection of furniture.	Take furniture I.Q. test to find the furniture style related to own personality. (Appendix)	Select the furniture style preferred at present time and write a brief paragraph on reasons for selection.
	Take field trip to furniture or department store to view the furniture styles in room settings.	Summarize field trip using evaluation form. (Appendix)
		Take quiz on furniture styles to determine knowledge gained. (Appendix)

Concept B Principles of furniture arrangement
Objective B Applies principles of furniture arrangement.

Performance Objectives
The student will:
1. describe own room as to location of various areas.
2. explain comfort, convenience, and quality of sample floor plans.
3. draw a floor plan of own room or dream room.

Generalization: The use of appropriate principles in arrangement of furniture will result in a pleasing appearance.

Content	Learning Experiences	Evaluative Experiences
The uses of a room are factors to consider in the arrangement of furniture.	Review uses of bedroom. Discuss where each area is best located, i.e., study, dressing, sleeping, entertaining.	Describe location of each area in own room.
Comfort and convenience, as well as beauty, are most essential in planning today's furniture arrangement.	Read and discuss handout on the principles of bedroom furniture arrangement. (Appendix)	View sample floor plans. Discuss comfort, convenience, and beauty of furniture arrangement.
Good furniture arrangement depends upon the application of the principles of design.	View demonstration of the drawing of a floor plan using a ¼" = 1' scale. (Appendix)	Draw floor plan of own room or a dream room.
	Arrange furniture in scale room, according to the guidelines, using furniture cut-outs. (Appendix)	Rate floor plans and furniture arrangement with a checklist. (Appendix)

Concept C Selection of accessories
Objective C Applies knowledge in selection of accessories.

Performance Objectives
The student will
1. list present accessories in own room.
2. find an example of an accessory to construct for own room.
3. construct accessory for own room.

Generalization: Personal taste and individuality have an effect on the selection of accessories.

Content	Learning Experiences	Evaluative Experiences
Accessories are decorative items such as pictures, mirrors, lamps, books, flowers, etc.	View pictures of rooms and locate accessories.	List present accessories in own room.
A well chosen accessory is useful, beautiful, or meaningful.	Discuss guidelines to consider in the selection of accessories.	Find one accessory for own room to construct in class, i.e., pillow, wall hanging, bulletin board, stuffed animal. (Appendix)
The selection of accessories depends upon taste and individuality.	Construct selected accessory for own room.	Rate constructed accessory using project rating scale. (Appendix)

Major Concept V Choices of background treatments
Major Objective V Comprehends choices of background treatments.

Concept A Types of background treatments
Objective A Comprehends background treatments.

Performance Objectives
The student will:
1. list types of background treatments generally used.
2. explain preferred choice of background treatments.

Generalization: The treatment of background areas will vary with construction factors and personal taste.

Content	Learning Experiences	Evaluative Experiences
Backgrounds of a room are the walls, floors, and ceiling.	View and discuss samples and/or pictures of the various background treatments.	List types of background treatments used in own room.

Content	Learning Experiences	Evaluative Experiences
There are several factors that determine the choice of backgrounds, i.e., personal tastes, condition of area, cost, use of room, decorating theme.	Brainstorm on factors that determine choice of backgrounds.	Write a short paragraph explaing own choice of backgrounds.

Concept B Types of window treatment
Objective B Applies knowledge of types of window treatment.

Performance Objectives
The student will
1. identify basic window types.
2. explain reasons for choices of window treatments.
3. draw a picture of window treatment.

Generalization: The type of window and decorating theme will affect the choice of window accessory.

Content	Learning Experiences	Evaluative Experiences
There are many interesting types of windows.	Discuss pro's and con's of windowless rooms.	
	Read and study handout of basic window types. (Appendix)	Identify basic window types. Name window types or type in own room.
There are many choices of window accessories available that are both decorative and functional, i.e., shades, venetian blinds, shutters, draperies, curtains.	List popular window treatments. View examples.	Collect illustrations of bedrooms with interesting window treatments. Indicate and explain reasons for 1st, 2nd, 3rd choices.

Content	Learning Experiences	Evaluative Experiences
Choice of window accessory depends upon type of window and decorating theme.	View visual on the basics of window dressing. (Bibliography) Identify problem windows and discuss how to treat them.	Discuss do's and don'ts of draperies and curtains. Draw a model picture of own bedroom window(s). Treat the window(s) in a different manner and compare the results.

Concept C Importance of appropriate lighting
Objective C Comprehends importance of appropriate lighting.

Performance Objectives
The student will
1. select lighting fixtures that accentuate various areas of bedrooms.
2. summarize types of lighting and lighting fixtures.

Generalization: An understanding of the theme and functions of a room will help in the selection of lighting fixtures.

Content	Learning Experiences	Evaluative Experiences
Appropriate lighting for daily activities is important to one's efficiency, enjoyment of work and recreation, and general health.	Identify lighting requirements needed for various room areas.	Using catalogs and magazines select lighting fixtures that accentuate the various areas of a bedroom.
The choice of lamps and general lighting is important to the total decorating scheme.	View visuals on general lighting fixtures or take field trip for demonstration of lighting and lighting fixtures.	Rate field trip for further understanding of lighting and lighting fixtures. (Appendix - same form as previously used).

Content	Learning Experiences	Evaluative Experiences
		Complete interior design inventory to determine how this unit met own needs. (Appendix)

Major Concept VI Introduction to careers in interior decorating
Major Objective VI Comprehends careers in interior decorating.

Performance Objectives
The student will
1. list information gained through personal interviews with persons involved in the field of interior decorating.
2. explain how classes taken in junior high help to develop talents or skills needed in interior decorating.

Generalization: An individual's special talent or skills may be utilized in the field of interior decorating.

Content	Learning Experiences	Evaluative Experiences
The field of interior decorating is open to many career possibilities.	Listen to resource speaker or divide into teams and interview persons involved in the various decorating areas.	Report information gained to inform the rest of the class.
A special talent or flair is required to succeed in this area.	Review types of skills or talents that are utilized in the field of interior decorating.	Relate how classes taken in junior high could assist in developing necessary talents or skills.

APPENDIX

These instructional materials were developed and field tested for the curriculum. They may be used as developed, adapted to fit the needs of different students, or others may be developed by the teacher to use in place of those included in this appendix.

615 - 14b

I. Importance of personality of a room

SURVEY OF OWN ROOM

In this unit we are mostly concerned with learning basic principles of useful arrangements of your own bedroom rather than with the entire house. Basic ideas of color harmony, center of interest, lighting arrangements, room areas, and furniture arrangement will be considered from the standpoint of meeting the needs of the individual.

The following questionnaire is designed to start you thinking about your own room with regards to interior design.

1. Name ______________________________
2. I have a room of my own. Yes No
3. I share a room with ______________________
4. I sleep in a room other than a bedroom. Indicate: ______________
5. List the furniture in your room.
   ______________ ______________ ______________
   ______________ ______________ ______________
6. What use is made of your room other than sleeping? (studying, dressing, etc.)
7. List the color of the following:
   Walls ________ Upholstery ________ Floors ________
   Woodwork ________ Draperies ________ Accessories ______
   Furniture ________ Rugs ____________
   Bedspread ________ Ceiling __________
8. List the fabric and/or texture used in the following;
   Bedspread ______________ Draperies ______________
   Upholstery ______________ Rugs ______________
9. List cherished objects in your room.
   ______________ ______________ ______________
10. What objects in your room have you made?
   ________ ________ ________ ________
11. How many windows are there in your room? ________
   What direction(s) do they face? ______________
12. What mood or atmosphere would you like your room to reflect? (bedroom, studio, entertainment, showplace, or all-purpose) ____________
13. Do you like a feeling of spaciousness? Yes No
   Do you like things compact? Yes No
14. Do you prefer just one style of furniture? Yes No
15. Do you like to "redo" old pieces to suit your taste and originality? Yes No
16. Do you insist on orderliness? Yes No
17. List changes you would like to make in your room. (redecorating, painting, new wallpaper, furniture, new curtains, bed, etc.)

615 - 15b

II. Elements of design

A. Principles of using color

COLOR QUIZ

Name ______________________________

Place the term or definition from Column II in the blank to the left of the description in Column I.

Column I	Column II
_____ 1. Red as a color	A. Hue
_____ 2. Brightness or dullness	
_____ 3. Color name	B. Value
_____ 4. Lightness or darkness	
_____ 5. Tints and shades	C. Intensity
_____ 6. Fullest amount of color	

* * * * *

Column I	Column II
_____ 7. Orange, green, and violet	A. Adjacent, related
_____ 8. Colors next to each other on the wheel	B. Contrasting
_____ 9. Red-orange, orange-yellow, green-blue	C. Intermediate
_____ 10. Red, yellow, and blue	D. Monochromatic
_____ 11. Tints and shades of one color	E. Primary
_____ 12. Colors opposite each other on the wheel	F. Secondary

* * * * *

Column I	Column II
_____ 13. Oranges, reds,and yellows	A. Bright or light colors
_____ 14. Greens, blues, and violets	B. Cool colors
_____ 15. Make objects appear larger	C. Dark or dull colors
_____ 16. Tricks played on the eye	D. Optical illusions
_____ 17. Make objects appear smaller	E. Warm colors

615 - 16b

* * * * *

Circle T or F.

T F 18. Use bright colors in small areas of a room and less bright or intense for background colors.
T F 19. Use cool colors in a room that receives little daylight.
T F 20. Choose one dominating color in a room.
T F 21. Use darker colors on the floor area.
T F 22. Camouflage bad architectural features by painting them to match the walls.
T F 23. Colors become brighter and stronger when used in small areas.
T F 24. Use a different color for each major area in a room.
T F 25. Use bold colors and large patterns to create a formal traditional setting.

ANSWER KEY

1. A
2. C
3. A
4. B
5. B
6. C

7. F
8. A
9. C
10. E
11. D
12. B

13. E
14. B
15. A
16. D
17. C

18. T
19. F
20. F
21. T
22. T
23. T
24. F
25. F

II. Elements of design

A. Principles of using color

COLOR ASSOCIATIONS

COLOR	BLUE	RED	YELLOW	GREEN	ORANGE	PURPLE	BROWN	WHITE	BLACK
ASSOCIATION	Example								
An Activity	Swimming								
An Object	Pen								
A Temperature	Cool								
A Mood	Sad								
A Song Title	Blue Moon								
A Season	Summer								
A Personality Trait	True blue								
A Symbolic Meaning	Blue Monday								

II. Elements of design

A. Principles of using color

COLOR MEANINGS AND SYMBOLS

COLORS OF MONTHS:

January - black and white
February - deep blue
March - gray or silver
April - yellow
May - lavender or lilac
June - pink or rose
July - sky blue
August - deep green
September - orange or gold
October - brown
November - purple
December - red

COLORS OF SEASONS:

Spring - pink and green
Summer - yellow and blue
Autumn - orange and brown
Winter - red and black

615 - 18b

MEANING OF COLOR IN HERALDRY:

Yellow or gold - honor and loyalty
Silver or white - faith and purity
Red - bravery and courage
Blue - piety and sincerity
Black - grief and sorrow
Green - youth and hope
Purple - high rank and royalty
Orange - strength and endurance
Red-purple - sacrifice

COLOR IN RELIGIOUS SYMBOLISM:

White - symbol of light, signifies purity, joy, and glory
Red - symbol of fire and blood, signifies charity
Blue - symbol of heaven, signifies truth
Green - symbol of nature, signifies the hope of eternal life
Purple - signifies sorrow and suffering
Black - signifies death, in most countries

II. Elements of design

A. Principles of using color

GUIDES IN USING COLOR IN THE BEDROOM

1. Use colors that suit your taste and personality. The colors you enjoy are the ones to choose for color harmony. Don't try to imitate the work of other people. Use their work only as a guide.

2. You may plan your color scheme in various ways. You may pick one color at random and select other colors that blend with and compliment it. A rug, picture, or bedspread may be selected and a color scheme developed from it. Colors can also create a feeling of masculinity or femininity.

3. Colors can alter or appear to change the size and shape of your room.

   a. Bright or dark colors will make walls appear to come toward you and make the room appear smaller. Light or dull colors will make walls appear to go away from you and make the room seem larger.
   b. Bright and dark colors used on furniture will make the furniture appear larger. Light or dull colors will make the furniture appear smaller.
   c. If you want to make a high ceiling look lower, paint it a dark or bright color, or use a large pattern. If you want to make a low ceiling look higher, paint it a light or dull color.
   d. "Square off" a long, narrow room by using a pattern or darker color on one wall.
   e. If you have windows that are placed in an odd manner, or if you want to make the room appear larger, have the draperies match the walls.
   f. It is wise to use darker or dull colors for the floors. Nature uses this same plan. These colors also will not show soil as easily. Save lighter and brighter colors for walls, draperies, and furniture.

4. Colors tend to become brighter and stronger when used in large areas.

5. Use only one dominant pattern in your room and carry those colors over to the background.

6. Use two basic colors for the major areas of your room. Colors are more interesting or balanced when used in unequal amounts.

7. Use a variety of different values and intensities in a color scheme. Using a similar value or intensity in all your colors produces monotony.

8. Camouflage bad architectural features by painting them to match the background.

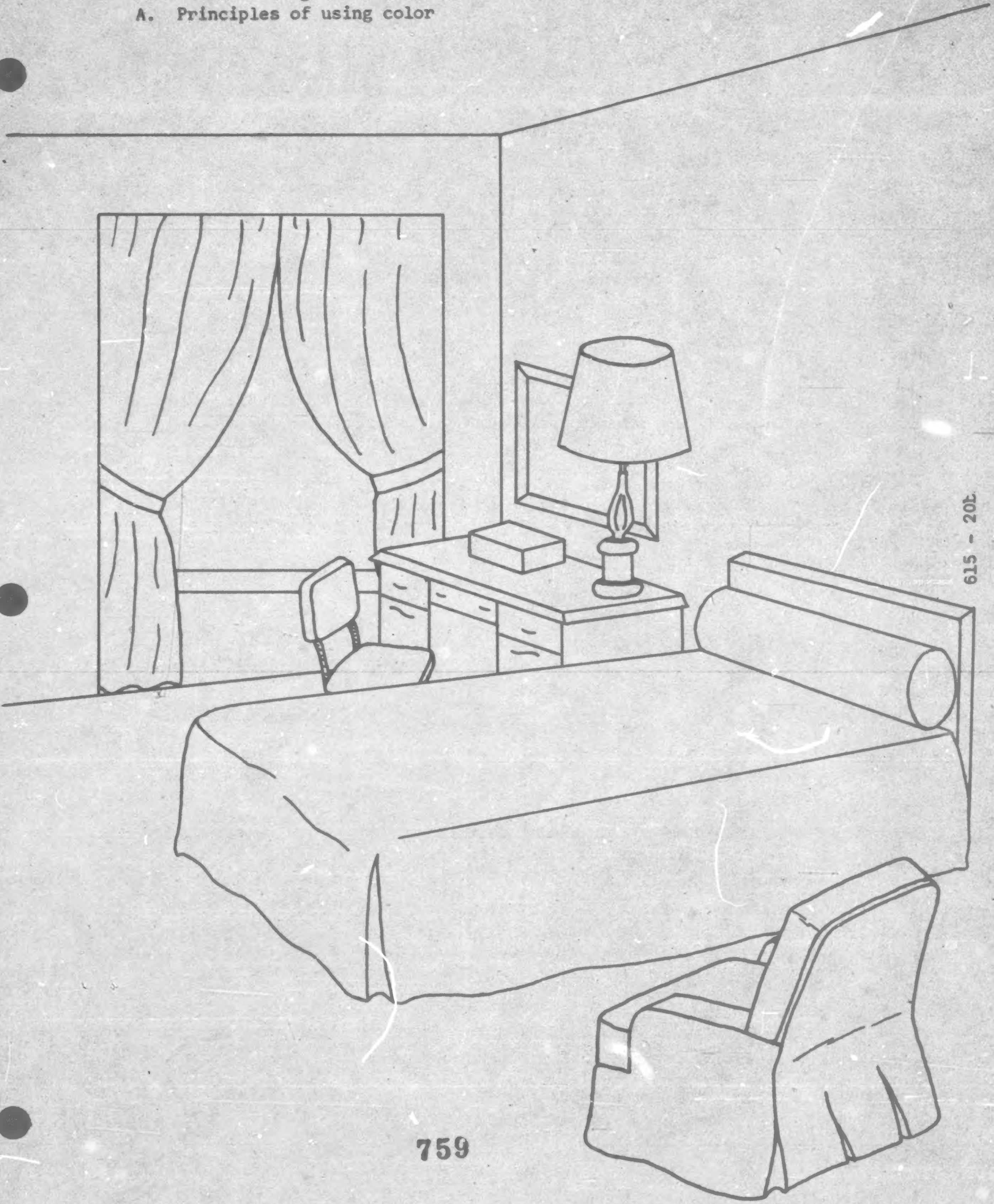
9. Blues and greens, reflecting the tones of the sky, water and trees, bring a cool, quiet look to a room that faces south, southwest, or west, or gets too much sun.

10. Warm colors, reflecting the tones of sunlight and fire, are ideal for a room facing east, northeast, north, or gets little sunshine, to give it a warm, homey atmosphere.

Use your imagination and be a little bit creative or daring using color. It will make your room more interesting.

II. Elements of design

A. Principles of using color



615 - 201

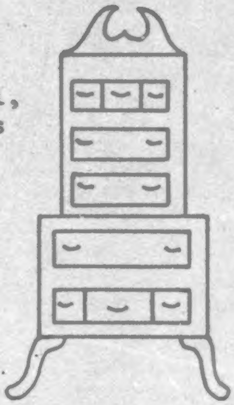
II. Elements of design
B. Principles of using line

LINE AND FORM

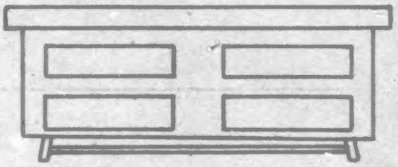
Line Establishes Direction ---

The artist working on a flat surface first establishes line direction or motion. Some lines are dominant, and others are less important. In some instances lines may be so conflicting that they create confusion. In other instances lines may be so repetitive that they give an impression of monotony, or so vibrant that they create an atmosphere of excitement.

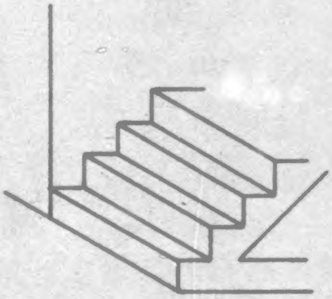
Lines take four general directions - vertical, horizontal, diagonal, and curved. By combining directional lines there is no limit to design possibilities. Designers have found that lines have certain psychological associations. For example:



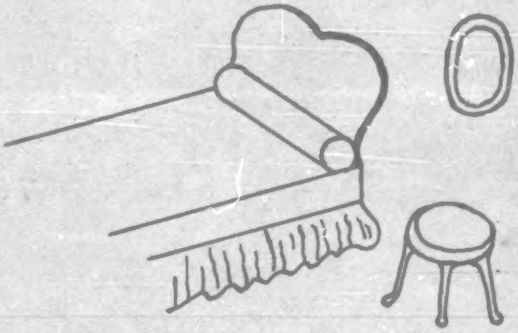
VERTICAL lines point toward the sky and seem to givean impression of dignity, discipline, and strength. In architecture vertical lines are seen in tall monuments and skyscrapers; in nature by Lombardy poplar trees and tall grasses; in home furnishings by a high secretary, highboy, vertical mirror, or vertical picture.



HORIZONTAL lines are down to earth and suggest calm, rest, and relaxation. In architecture horizontal lines are noticeable in contemporary or ranch-type homes; in nature the setting sun over the ocean or across a plain suggests horizontal lines; in the home a sofa, a low chest, or a long, low bookcase emphasizes horizontal line movement.



DIAGONAL lines are active and seem to disturb the dignity of vertical lines and the calmness of horizontal lines. However, they break the monotony of vertical and horizontal lines. In architecture slanted and pointed roofs produce diagonal lines; in nature mountain peaks and rocks suggest diagonal direction; and in the home diagonal lines are expressed in stair rails and in some fabric designs.



CURVED lines are graceful and suggest youth, gaiety, and subtle motion. Architects make use of curved lines in arches and domes; nature uses curved lines in clouds, leaves, and winding streams; and in home furnishings curved lines are prominent in furniture design and window decoration.

III. Principles of design

PRINCIPLES OF DESIGN FOR BEAUTY

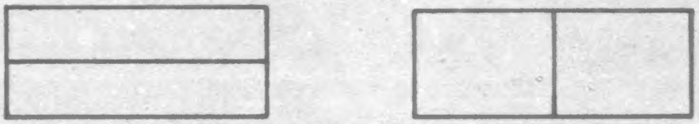
Design principles are time-tested laws that help us to achieve pleasing effects in home furnishings. These principles are balance, proportion, rhythm, emphasis, and harmony or unity. They are all interrelated.

BALANCE - produces a feeling of rest and contentment. When objects are out of balance, the effect can be quite disturbing. Two types of balance are even, or formal balance (placing identical objects on each side of a center point) and uneven or informal balance (placing unequal objects at unequal distances from a center point).

PROPORTION - refers to space divisions which are pleasingly related to each other and to the whole. As a rule it is better to break up spaces unevenly; that is, a belt should not divide a dress equally; a door should not divide a wall equally; and a piece of furniture should not divide a space equally.

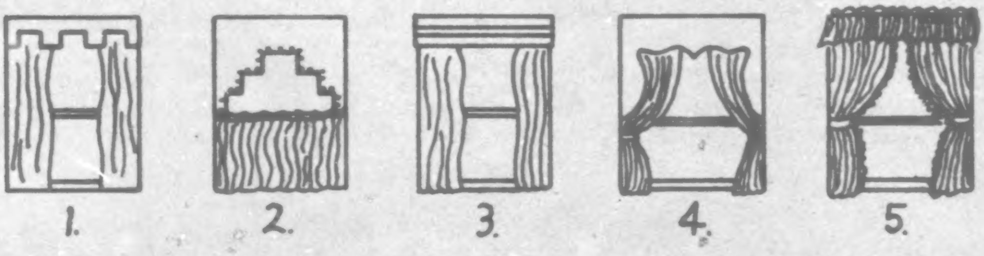
Proportion may refer to one color spot in relation to the color of the entire room, or it may refer to the area occupied by pattern in relation to the whole area.

Lines can seemingly alter proportions as shown by the diagram below. The two rectangles are identical in size, but the sizes have apparently been changed by the position of the center line.



RHYTHM - is used to create motion and to carry the eye from one area to another without interruptions. The five types of movement in rhythm are:

1. Repetion - repeating lines, shapes, colors, or sizes.
2. Gradation - a gradual progression of sizes.
3. Opposition - lines meeting at right angles (drapes meeting a cornice).
4. Transition - connecting straight lines with curved lines allowing the eye to move gradually from one place to another.
5. Radiation - many lines extending from a central point.



Rhythm in Window Treatments

EMPHASIS - means the center of interest or most important item in a room. It might be a painting, a beautiful rug, attractive fireplace, etc. As a rule it is advisable to focus attention upon an area of a room that is seen as one enters the room.

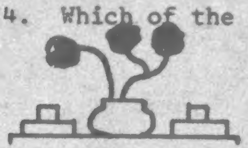
HARMONY or UNITY - means all parts combined to produce a whole effect, attractively. The effect might be masculinity or femininity, formality or informality, ruggedness or refinement, simplicity or boldness.

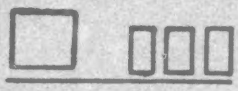
III. Principles of design

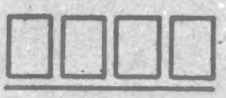
STUDY SHEET on the PRINCIPLES OF DESIGN

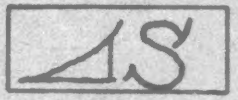
A. Balance

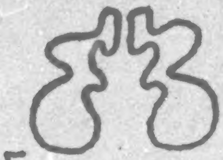
1. Explain what is meant by balance in design.
2. What is meant by formal balance?
3. What is meant by informal balance?
4. Which of the following are examples of formal and informal balance?

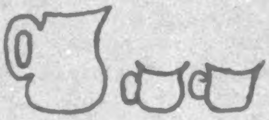

A ______

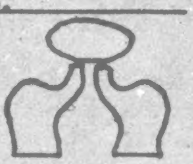

B ______


C. ______


D ______


E ______


E ______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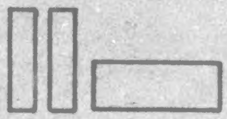
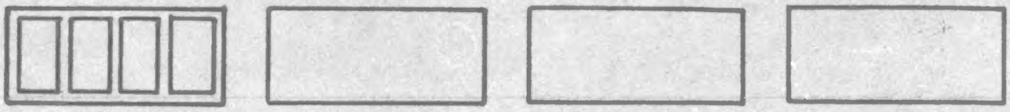
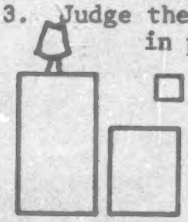

H. ______

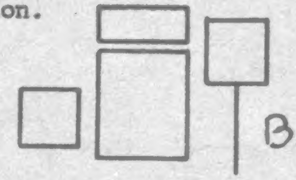
B. Proportion

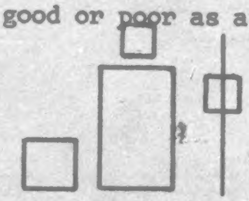
1. Define proportion.
2. Draw 4 windows in the walls below in various ways. Try to determine the best placing from the standpoint of space proportion. Why is the first one an uninteresting arrangement?



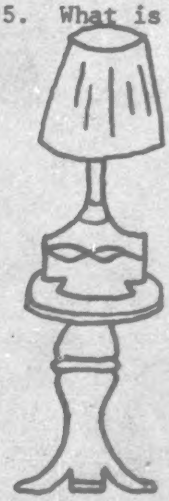
3. Judge the following groupings. State whether good or poor as a study in proportion.

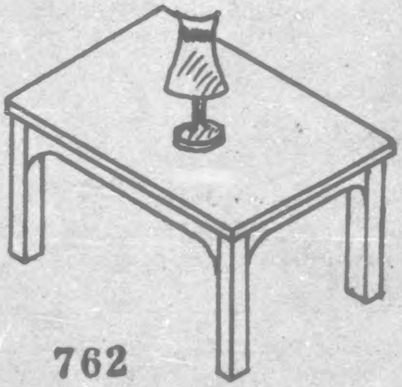

A.


B.


C.

4. What is wrong with the proportion of lamp and table in A below?
5. What is wrong with the proportion of lamp and table in B below?


A.


B.

615 - 23b

C. Rhythm

1. What are several ways of achieving rhythm in design?

2. What is the difference between opposition and transition?

D. Emphasis

1. What is emphasis in room design?

2. List articles that can be used for emphasis in a bedroom.

E. Harmony or Unity

1. What is the meaning of harmony or unity in design?

2. Why is harmony important in interior design?

Rules for design - the following are two "rules of design" to keep in mind when decorating part of a room, a whole room, a building, or merely choosing an accessory or piece of furniture for a particular place in a room.

1. Form follows function - meaning that most things are designed to fulfill a specific purpose. Look at the chair you are sitting on and describe how the design fits the purpose. Identify one other example.

2. Variety in unity - meaning that things are designed to be interesting by themselves and yet blend in with other items around them. Many items in one room should not fight for attention which will result in a cluttered unorganized look.

Give an example of, or choose a picture that violates this rule.

ANSWER KEY

A. Balance

1. Weight is evenly distributed on both sides of a center point.
2. Design is identical on both sides of a center point.
3. Design is different, but with weight balanced on both sides of a center point.
4. a. formal b. informal c. formal d. informal
   e. formal f. informal g. formal h. informal

B. Proportion

1. space divisions which are related to each other and to the whole
2. _______________. No. 1 is divided equally and can become monotonous.
3. a. poor b. good c. poor
4. a. lamp is too large for table
   b. lamp is too small for table

C. Rhythm

1. repetition of lines, shapes, color, sizes; gradual progression of sizes; lines meeting at right angles; connecting straight and curved lines; lines extending from a central point
2. Straight lines are meeting at right angles.

D. Emphasis

1. center of interest or focal point of a room
2. rug, spread, drapes, wallhanging, bed

E. Harmony or Unity

1. all parts combined, blend
2. to give a restful pleasing effect - to coordinate

III. Principles of design

PRINCIPLES OF DESIGN QUIZ

Name ______________________________

Place the correct letter from Column II in the blank to the left of Column I.

Column I	Column II
_____ 1. Refers to pleasing space divisions	A. Balance
_____ 2. Most important point in a room	B. Emphasis
_____ 3. Produces a feeling of rest and contentment	C. Harmony
_____ 4. Creates motion or movement	D. Proportion
_____ 5. All parts combined to produce a whole	E. Rhythm

Circle T or F.

T F 6. Formal balance means placing identical objects on each side of a center point.

T F 7. The most pleasing proportions are spaces broken up unevenly rather than equally.

T F 8. An example of graduation rhythm is a stairway.

T F 9. A painting is NOT used as a point of emphasis in a room.

T F 10. Items in a well designed room need not harmonize with each other.

Circle the letter that best answers each question.

11. Which of the following would create good balance in a room?
    A. A large fireplace on the opposite side of the room from a delicate ruffled curtained window.
    B. A square room painted bright red on one wall and bright yellow on the other three walls.
    C. A furniture set containing a deep blue chair with a light blue sofa.

615 - 25b

12. When defining the principle "proportion", the most interesting space divisions are
    A. equal or even
    B. unequal or uneven
    C. circular or round

13. Which of the following is NOT an example of rhythm?
    A. steps in progression
    B. abstracts or variety of forms
    C. transition of curved lines

14. Which of the following would be the most dramatic or effective item to use for emphasis in a room?
    A. wall to wall carpeting
    B. a love seat
    C. a built-in fireplace

15. Harmony as a principle of design means which of the following?
    A. Things are interesting by themselves yet blend with other furnishings.
    B. The entire effect will include some of these in each room - formality, informality, ruggedness, refinement, masculinity, and femininity.
    C. Many items in one room will stand out for equal attention.

PRINCIPLES OF DESIGN QUIZ, continued

16. When choosing furniture for a room, consider the following rule:
    A. form and function
    B. form follows function
    C. variety and form

17. When planning the furnishings and arrangement in any room, consider which one of the following?
    A. variety and form
    B. variety and unity
    C. variety in unity

ANSWER KEY

1. D
2. B
3. A
4. E
5. C

6. T
7. T
8. T
9. F
10. F

11. C
12. B
13. B
14. C
15. A
16. B
17. C

IV. Use of basic furnishings

A. Styles of furniture

What is Your Furniture I.Q.? (Taste Tester)

Knowing little about furniture can make furniture hunting utterly frustrating. Furniture selection will be more enjoyable if you know quality, as well as what is available.

The first step in furniture selection involves a study of the floor plan, since this will indicate the amount of space that can be used for furniture, walkways, and open areas. Using templates will point out problem areas as well as showing the size of furniture pieces needed. Furniture never looks as large in a store as it will in a home. It may also be wise to measure furniture to see if it will fit through necessary doorways or stairways.

For todays smaller homes, one may consider dual-purpose furniture and built-ins. These developments help to utilize space to best advantage and increase the versatility of a room.

After deciding what furniture pieces are necessary, it is time to select a style. The taste test that accompanies this may be used as a guide in determining your style preference. It can help narrow down the choices to general categories: traditional, provincial, early American, and modern.

The current decorating trend seems to combine several furniture styles which can produce striking effects if well-planned. Styles are more likely to blend if they share a common or similar design idea. Also consider similar scale, lines, proportion, colors, and textures.

615 - 27b

Other important elements when choosing furniture are wood and upholstery. Both play key roles in the total effect and color scheme of a room.

WHAT IS YOUR FURNITURE I.Q.?

1. Which would you prefer to wear?
   a. white organdy, beautifully embroidered, sashed in pink
   b. a startling black and white print, belted in green
   c. rosy-red cashmere sweater and matching skirt
   d. long, slim crepe dress

2. Which dessert would you prefer?
   a. angel food cake
   b. frosted grapes, cheese, and crackers
   c. apple pie and ice cream
   d. tiny French pancakes

3. Which would you rather attend?
   a. the ballet
   b. exhibition of modern sculpture
   c. a country fair
   d. exhibition of rare china

4. Which would you like to receive?
   a. bouquet of roses, forget-me-nots, and snapdragons
   b. table arrangement of baby orchids and purple grapes
   c. vase of garden-picked daisies, delphinium, and roses
   d. a pot of African violets

WHAT IS YOUR FURNITURE I.Q.? - ANSWER KEY

Add up a, b, c, and d answers.

a. Provincial furniture - pretty, feminine rooms, pale, grayed colors, pictures of flowers

b. Modern - clear colors, bold contrasts, contemporary art

c. Early American - warm colors, small-patterned chintzes, fireplaces, a cozy look

d. Traditional - classic lines, cool colors, antiques, an elegant look

Adapted from: Practical Forecast
Teacher edition of Co-Ed
March, 1968

615 - 28b

IV. Use of basic furnishings
A. Styles of furniture

FIELD TRIP RATING SCALE

Name ______________________________

Rate the field trip by using the following scale: 1 - low degree, 2 - average, 3 - satisfactorily, 4 - high degree.

1. Purpose(s) or objective(s) of the field trip were met. 1 2 3 4
2. Presentation easily heard and seen. 1 2 3 4
3. Adequate time allowed for listening to or viewing field trip presentation. 1 2 3 4
4. Interesting points gained or learned from field trip. 1 2 3 4
5. Field trip presentation broadened ideas about the subject being studied. 1 2 3 4

615 - 29b

Rating = ______

6. Suggestions for improving future field trips of this nature are:

IV. Use of basic furnishings
A. Styles of furniture

FURNITURE STYLES QUIZ

Name ______________________________

Place the letter of the correct furniture style from Column II in the blank to the left of the description in Column I.

	Column I	Column II
______	1. Dignified, elegant graceful curves	A. Contemporary
______	2. Simple, abstract lines	B. Early American
______	3. Big, heavy, and massive	C. Spanish Mediterranean
______	4. Sturdy, informal, with simple lines	D. Traditional
	* * *	
______	5. Sculptured velvets	
______	6. Muted prints and stripes, pastels	
______	7. Muslin, gingham, and homespun prints	
______	8. Plastic, metal, or glass	
	* * *	
______	9. Bold, clear colors	
______	10. Warm, homey colors	
______	11. Silks, brocades, and velvets	
______	12. Deep, rich colors	

615 - 30b

ANSWER KEY

1. D
2. A
3. C
4. B

5. C
6. D
7. B
8. A

9. A
10. B
11. D
12. C

PRINCIPLES OF BEDROOM FURNITURE ARRANGEMENT

I. Arrange a bedroom so that it can be used for a variety of purposes.
  A. Plan your bedroom on the basis of your interests, tastes, and needs.
    1. What else do you want to use your room for besides sleeping and dressing?
    2. What is the basic character of the room to be: simple, elaborate, plain, or decorative?
    3. What are your real needs? Can you use what is on hand?
  B. Use furniture which is useful, meaningful, or believed beautiful.
    1. Well-selected pieces of furniture, rather than a set, usually give a more pleasing effect.
    2. The size of the furniture should be in scale with the size of the room.
    3. Modern and traditional furniture can be successfully combined if it is related in character.
    4. Furniture which serves more than one purpose saves space.
    5. Establish a center of interest. Dramatize one spot in your room.
  C. Arrange furniture for comfort and convenience and to give the room a pleasing appearance. Arrangement of furnishings should harmonize with shape and structure of room.
    1. Group pieces used for one activity together.
    2. Place large pieces of furniture parallel to the walls and not across corners.
    3. Similar heights in furniture groupings give a feeling of restfulness and unity to a room.
    4. Balance the room so that all heavy pieces of furniture are not all in one spot or on one side of the room.
    5. Place furniture so as to give a free circulation of heat and air.
    6. Do not permit furniture to interfere with the opening of doors or drawers.
    7. Arrange furniture so as to make cleaning easy.
    8. Group pictures with other furnishings; hang at or near eye level.

615 - 31b

II. Some tips on arranging areas.

Sleeping Area: Place the bed so that it is out of a draft. Make sure the light from the windows will not shine into the sleeper's eyes. If possible, leave space on each side to permit making the bed without having to move it. Try to place the bed so you do not have to walk around it. If possible, have a bedside table.

Dressing Area: This area needs to be near the clothes closet and where other clothing is stored. The mirror should be in a well-lighted spot.

Study Area: Use a desk or table and a chair which are the correct heights for maintaining good posture. Arrange near location planned for bookshelves and convenient to the electrical outlets. Be sure the desk or table does not face a window. Light should fall over the left shoulder if you are right handed and over the right shoulder if you are left handed.

Leisure Area: A comfortable chair, a radio, record player, or stereo, etc. are needed for relaxing. Space is needed for carrying out a hobby and displaying that hobby.

BEDROOM FURNITURE ARRANGEMENT

Dimensions for bedrooms:

Bedroom sizes - 8'x 10' minimum, 10'x 11' desirable for a single bedroom (bed approximately 3 1/2'x 7'or 4'x 7')

9'x 11' 6" or 9' 6" x 11' 6" minimum, 12'x 12' desirable for a double bed (bed approximately 5'x 7')

9' 6" x 14' minimum, 10'x 18' or 12' 6" x 15' desirable for twin beds (2 beds approximately 3 1/2'x 7')

Allow 3' for passageway at foot of bed, 1 1/2' between bed and nearest wall.

Allow 2' 6" to 3' between bed and furniture, placed so drawers or doors open toward bed.

Drawing floor plan and arrangement:

Each square on the chart represents one square foot. (1/2" square equals one square foot) If your room is 9' wide and 10 1/2' long, count 9 squares one way and 10 1/2 squares the other way. Using a ruler, draw heavy lines to mark the boundaries of your room.

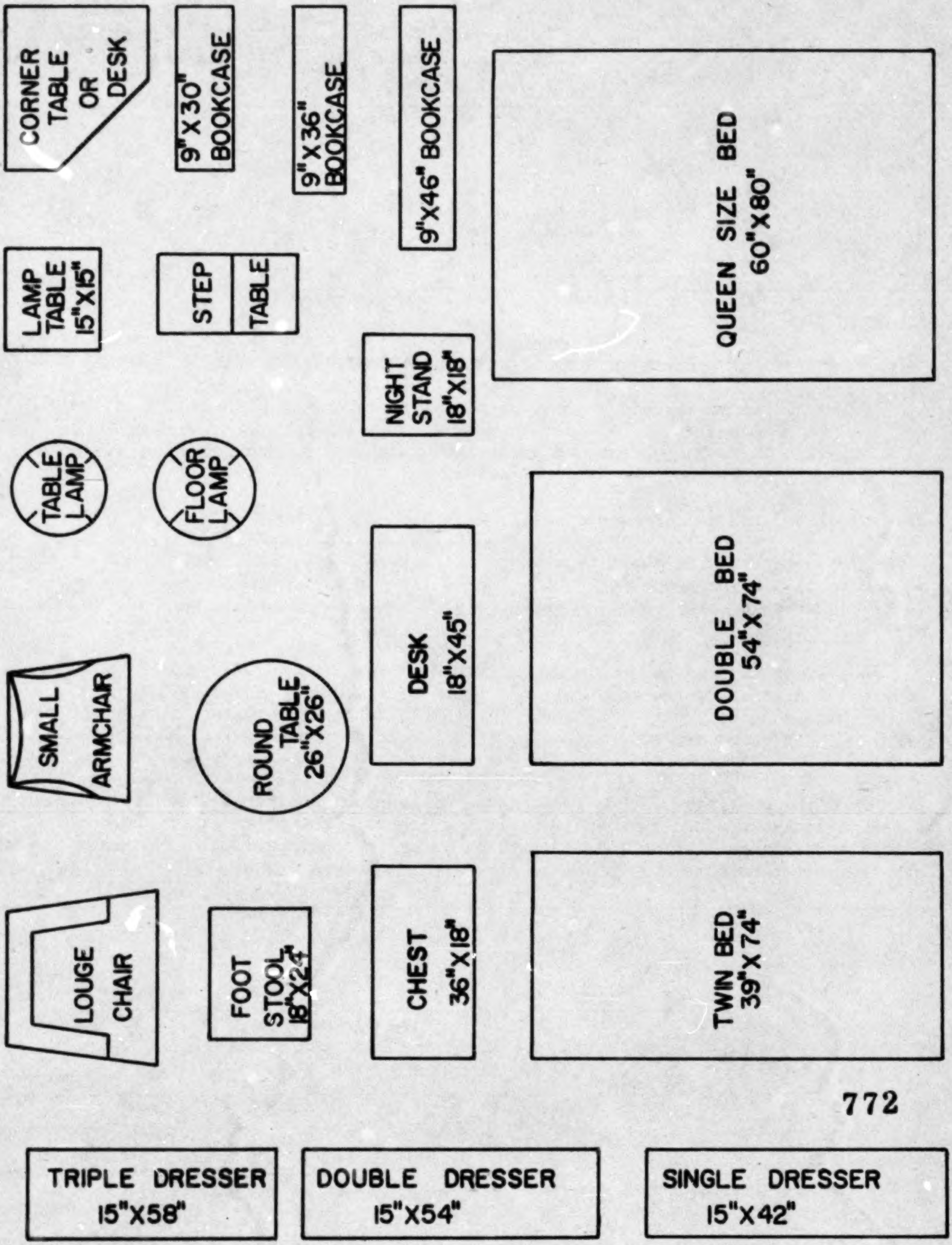
Represent windows by double lines (═══). The average window is 3' wide, covering 3 squares on the room outline. Represent doors by slanting lines (⁄). The average door is about 30 inches. For this size door the slant line should be 5/8". Closet doors are represented as such: folding doors (ΛΛΛ ΛΛΛ), sliding doors (─═─).

From the outlines of the usual pieces of bedroom furniture, drawn to scale, select articles of furniture you want in your room. Cut out a set of the outlined pieces and arrange them on the floor plan, using the basic guidelines of furniture arrangement. Paste them in place or draw around them and label.

615 - 32b

IV. Use of basic furnishings

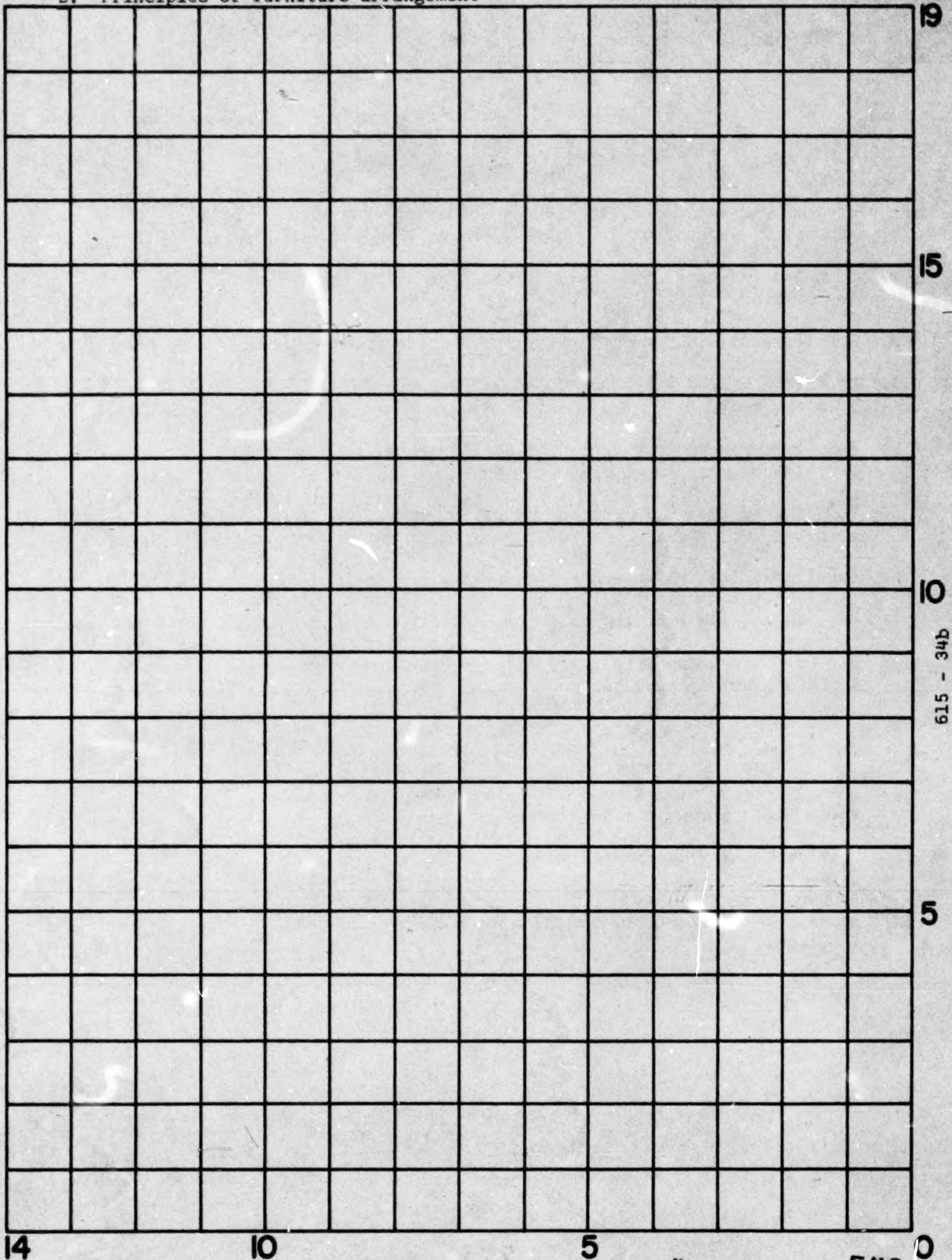
B. Principles of furniture arrangement


CORNER TABLE OR DESK
9"X30" BOOKCASE
9"X36" BOOKCASE
9"X46" BOOKCASE
QUEEN SIZE BED 60"X80"
LAMP TABLE 15"X15"
STEP TABLE
NIGHT STAND 18"X18"
TABLE LAMP
FLOOR LAMP
DESK 18"X45"
DOUBLE BED 54"X74"
SMALL ARMCHAIR
ROUND TABLE 26"X26"
LOUGE CHAIR
FOOT STOOL 18"X24"
CHEST 36"X18"
TWIN BED 39"X74"
TRIPLE DRESSER 15"X58"
DOUBLE DRESSER 15"X54"
SINGLE DRESSER 15"X42"

615 - 33b

IV. Use of basic furnishings

B. Principles of furniture arrangement


19
15
10
5
0
14
10
5

615 - 34b

ROOM PLANNING GRAPH — SCALE: 1/2" = 1 FT.

IV. Use of basic furnishings
B. Principles of furniture arrangement

NAME ______________________

ROOM ARRANGEMENT RATING SCALE

Rate room arrangement according to the following scale: 1 - poor, 2 - needs improvement, 3 - adequate, 4 - above average, 5 - excellent.

1. Room includes specific areas for each activity carried on in the room. 1 2 3 4 5
2. Furniture placed out of the way for a clear traffic lane. 1 2 3 4 5
3. Furniture placed away from doors and drawers to allow free movement. 1 2 3 4 5
4. Furniture placed away from heat and air to allow maximum circulation. 1 2 3 4 5
5. Furniture placed parallel to the walls rather than from corner to corner. 1 2 3 4 5
6. Furniture fits wall space or the area where it is used. 1 2 3 4 5
7. Bed placed away from the wall for easier bed-making. 1 2 3 4 5
8. Bed not placed opposite windows to prevent direct sunlight on the sleeping person. 1 2 3 4 5
9. Chest of drawers and other clothing storage placed near the closet. 1 2 3 4 5
10. Dressing table placed near natural lighting rather than where light glares on the mirror. 1 2 3 4 5
11. Desk or study area located away from window to prevent direct glare. 1 2 3 4 5
12. Accessories well placed and grouped, wall hangings at eye level, etc. 1 2 3 4 5

615 - 35b

Rating = ________

IV. Use of basic furnishings
    C. Selection of accessories

INTERIOR DESIGN PROJECT IDEAS

1. Pillow
2. Stuffed animal
3. Wastebasket - recover or make
4. Bulletin boards
5. Wall hangings of burlap, felt, fabric swatches, etc.
6. Wall plaques
7. Collages
8. Curtains
9. Area rugs
10. Macrame
11. Mobile
12. Dresser organizer
13. Desk organizer
14. Sewing organizer
15. Accessory organizer
16. Refinishing or recovering furniture
17. Antiquing
18. Book case, divider, shelves
19. Terrarium
20. Picture frames
21. Needlework
22. Fabric or paper flowers
23. Posters

615 - 36b

* * *

Name ____

Name or type of project ____

Materials needed ____

____

____

Approximate cost ____________________

Where is accessory to be used in your room? ________________________________

Briefly describe your own room surroundings including the following things:

Size of your room: ____________________

Colors used in your room: ____________________

Furniture styles used in your room: ____________________

IV. Use of basic furnishings
    C. Selection of accessories

INTERIOR DESIGN PROJECT RATING SCALE

Name ______________________ Hour ______ Total ______ Grade ______

Each of the areas below are divided into three sections and can be rated on a scale of 1 - 5. 1 is the lowest rating, 3 the middle, and 5 is the highest. Draw a circle around the number that best describes your project.

CREATIVITY or ORIGINALITY

1	2	3	4	5
Project lacks creativity or originality.		Some creativity or originality shown.		Project is creative; original.

DEGREE of DIFFICULTY

1	2	3	4	5
Project was too simple for ability; few details.		Shows some difficulty or challenge.		Project was challenging.

CLASS TIME MANAGEMENT

1	2	3	4	5
Wasted class time; often lacked necessary materials or equipment.		Fair use of class time; usually came prepared.		Made good use of class time; always had necessary materials and equipment.

APPROPRIATENESS of PROJECT

1	2	3	4	5
Poor choice for room as far as size, color, type.		Choice fair for room in size, color, type.		Good choice for room in size, color, type.

WORKMANSHIP

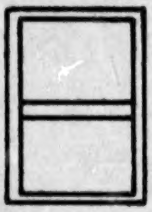
1	2	3	4	5
Project poorly constructed.		Project fairly well constructed.		Project well constructed.

COMMENTS:

615 - 37b

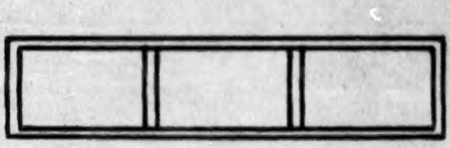
BASIC WINDOW TYPES

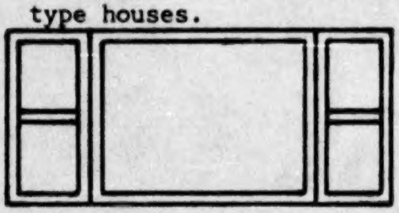
The function of a window is to let in air and light. These must be kept in mind when you plan your window treatment to allow maximum use of the window. Match your own windows with these sketches to determine exactly what types they are.



DOUBLE-HUNG WINDOW - most common of all window types: has two sashes, one or both of which slide up and down. This type of window is usually one of the easiest to decorate.

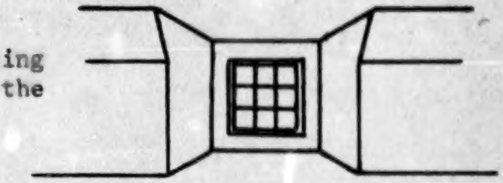
RANCH or **STRIP WINDOW** - most often a wide window, set high off the floor, and is common to most ranch type houses.



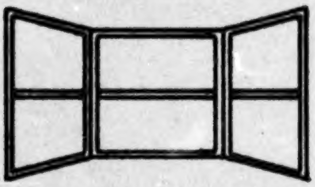


PICTURE WINDOW - one designed to frame an outside view. It may also consist of one large pane of glass. It can be decorated in many ways.

DORMER WINDOW - usually a small window projecting from the house in an alcove-like extension of the room.

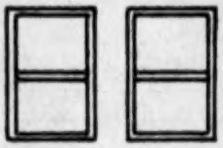


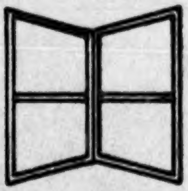
615 - 38b



BAY WINDOWS - three or more windows set at an angle to each other in a recessed area. You can use lots of imagination with bay windows.

DOUBLE WINDOWS - side by side pairs of windows. They must be treated as a single unit; always think of them together.





CORNER WINDOWS - any windows that come together at the corner of a room.

V. Choices of background treatments
    C. Importance of lighting

INTERIOR DESIGN INVENTORY

Do not sign your name, we are only interested in knowing what areas of our curriculum helped meet your present needs. Circle the degree of importance or relevance concerning the following areas you did this past 4 weeks in the Housing and Interiors unit. Scale: 1 - extremely unimportant, 2 - not important, 3 - somewhat important, 4 - important, 5 - extremely important.

Listing of present areas of your own room and those you desire to develop	1 2 3 4 5
Describing personality of own room	1 2 3 4 5
Writing a summary of the meaning of own room	1 2 3 4 5
Identifying color personality	1 2 3 4 5
Viewing basic color harmonies to create optical illusion	1 2 3 4 5
Identifying line types	1 2 3 4 5
Giving examples of psychological effects of lines	1 2 3 4 5
Selecting texture examples	1 2 3 4 5
Matching texture with furniture styles	1 2 3 4 5
Identifying design principles	1 2 3 4 5
Selecting examples of effective use of design principles	1 2 3 4 5
Describing the basic characteristics of the four furniture styles	1 2 3 4 5
Selecting examples of each furniture style	1 2 3 4 5
Rating own room as to location of various activity areas	1 2 3 4 5
Explaining comfort, convenience, and quality of sample floor plans	1 2 3 4 5
Drawing a floor plan of own room	1 2 3 4 5
Listing of possible accessories	1 2 3 4 5
Constructing accessory for own room	1 2 3 4 5
Identifying basic window types	1 2 3 4 5
Viewing various window treatments	1 2 3 4 5
Identifying various lighting treatments	1 2 3 4 5
Listing possible lighting treatments for own bedroom	1 2 3 4 5

615 - 39b

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615 - 40b

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615 - 41b